

AS

# History

Challenge and transformation: Britain, c1851–1964

7041/1G Victorian and Edwardian Britain, c1851–1914

Mark scheme

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7041

June 2016

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Version: 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.

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**June 2016**

**Challenge and transformation: Britain, c1851–1964**

**AS History 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 Conservative dominance of politics in the years 1886 to 1905? **[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 Searle’s argument, students may refer to the following:**

- Searle blames Liberal failings. He argues that it was the Liberal commitment to Home Rule which kept the Liberals disunited, and was ‘the key issue keeping them out of government’
- he suggests that the Home Rule issue accelerated the ‘drift to the Right’ in British politics in this period
- he argues that the Liberals spent much of this period engaged in in-fighting, and only secured a winning majority in 1906 due to Conservative failures.

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

- 78 Liberal Unionist MPs defected in 1886. Chamberlain’s defection and Rosebery’s and Harcourt’s ineptness deprived the Liberals of effectual leadership; even Campbell-Bannerman was unable to restore unity, losing the 1900 ‘Khaki election’ very decisively
- Searle’s argument that Home Rule accelerated the ‘drift to the Right’ has some credence: Whigs and middle classes trusted the ‘Unionists’ to defend their national interests better than Gladstone’s pandering to ‘violent’ Irish Nationalists who wanted to break up the Union
- as Conservative party organisation strengthened, Liberal disunity weakened the party’s ability to compete: the Conservatives retained 114 seats unopposed in 1895, and 138 in 1900.

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

- Pugh acknowledges that Gladstone’s ‘conversion to Home Rule’ benefitted the Conservatives, but he argues that their dominance was due to more than just ‘luck’, it was also due to Conservative strengths
- he argues that Conservative financial policies strengthened support for the party from the middle classes
- in particular, he emphasises the wide range of Conservative support across all social classes, which was strengthened by the effective party organisation.

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

- a cautious approach to financing can be identified in the Conservatives’ reform strategy: promoting ‘self-help’ and efficiency reforms such as the Local Government Act (1888) rather than increasing spending on expensive social reform
- mass party membership was achieved through the Primrose League (1883), founded by Lord Randolph Churchill, which had enrolled approximately a million members by the 1890s
- Conservative policies, such as protecting religious education, promoting imperialism, attacking Irish immigration (bad for jobs and housing) all contributed to the party gaining cross-class support.

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Searle's interpretation certainly identifies the fundamental problem facing the Liberals; even Gladstone's 1892–1895 government was sustained by Irish votes. By embracing Home Rule, the Liberals entered a twenty year period where they were searching not only for unity, but also for identity. However, his argument is rather mono-causal, whereas the strength of Pugh's argument is that it is more balanced, drawing attention to Conservative strengths as well as Liberal weaknesses. Overall, the two interpretations complement each other. However, Pugh's balance, acknowledging that 'luck' favoured the Conservatives, given Gladstone's obsession with Ireland, perhaps makes Extract B the more convincing interpretation.

**Section B**

**02** ‘Victorian governments in the years 1867 to 1886 had little interest in social reform.’

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**

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## 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 Victorian governments in the years 1867 to 1886 had little interest in social reform might include:**

- 1868 to 1874: most Liberals remained wedded to Gladstonian principles of thrift and limited government spending on social reform; ‘reform’ for Gladstonian Liberals was administrative and institutional in nature rather than social
- 1874 to 1880: social reform under Disraelian Conservatism was half-hearted, piecemeal and permissive, largely designed to broaden the party’s appeal rather than being motivated by any genuine commitment to far-reaching social reform. Indeed, Disraeli dropped ‘social reform’ from his 1880 election programme
- 1880 to 1885: Gladstone’s Second Ministry was largely preoccupied by Ireland, foreign and colonial affairs, and further electoral reform
- governments of all shades in this period largely maintained a commitment to principles of ‘self-help’ and independence; they were not collectivist or interventionist in mind-set in relation to social reform.

**Arguments challenging the view that Victorian governments in the years 1867 to 1886 had little interest in social reform might include:**

- 1868 to 1874: Gladstone’s range of reform initiatives also incorporated aspects of social reform: the 1870 Education Act was a significant reform; the 1871 Local Government Board was a useful enabling measure
- 1874 to 1880: Disraeli’s government passed over a dozen wide-ranging measures of social reform, indicating that the Conservatives recognised the need for social reform after so long resisting such measures; the Labour laws in particular (Conspiracy and Protection of Property Act; Employers and Workmen Act – both 1875) were a considerable achievement
- 1880 to 1885: some minor but useful reforms, e.g. 1880 Burial Act
- ‘New Liberal’ thinking was beginning to emerge by the 1880s, such as Chamberlain’s ‘Unauthorised Programme’, demonstrating an awareness of the need for radical social reform.

Students may conclude that the pace of social reform in this period was certainly slow but that it did not stand still. Between 1867 and 1886 the pace of reform began to quicken with both major parties recognising the need to legislate on the ‘condition of the people’ question. However, substantive reform was limited and even by the 1880s many still continued to believe that self-help and individualism were the prime social virtues. It can be strongly argued, therefore, that both Liberal and Conservative governments showed little sustained commitment for social reform legislation, suggesting that there was more continuity than change of attitude in governing circles on this issue in the years 1867 to 1886.

**03** 'The problems of the British economy in the years 1874 to 1914 were due to Free Trade.'

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**



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**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 problems of the British economy in the years 1874 to 1914 were due to Free Trade might include:**

- British agriculture was too open to the full blast of foreign competition as a result of British governments sticking rigidly to laissez-faire principles, and refusing to introduce tariffs. By the mid-1870s cheap imports of North American wheat were severely undercutting the prices of unprotected British farmers, leading to an agricultural depression; it was not until after 1900 that a very modest agricultural recovery began
- British manufacturers' prices were also severely undercut by German and American producers in this period; with no tariff protection, exports were falling and Britain was having to increase its import of manufactured goods from its industrial rivals; by the beginning of the twentieth century free trade Britain was importing many of its industrial raw materials from foreign sources
- foreign competitors took advantage of Britain's free trade position by imposing their own protective tariffs – by 1886, Germany, France, Russia, Austria and the USA were all protecting their main industries with import duties – limiting British exports, particularly in the old staples. Sticking to free trade principles was, therefore, gradually pushing Britain out of its markets in Europe and North America.

**Arguments challenging the view that the problems of the British economy in the years 1874 to 1914 were due to Free Trade might include:**

- Chronological: Britain had reached her peak as an industrial power in the 1860s – her early industrial start inevitably led to catch-up by her competitors, who were able to make rapid progress using newer technologies; British machinery and equipment were old and sometimes obsolete, whereas the Americans and Germans benefitted from the latest equipment available
- Developmental: Britain placed too much reliance on the old staple industries – iron, steel, coal, textiles, shipbuilding – and its increasingly obsolete technology; there was not enough effort to invest in new plant and new sectors, notably in machine tools, electricity, chemicals and automobile manufacture; e.g. by 1914 Germany and the USA had 60 per cent of global chemical output, Britain 11 per cent
- Educational: the reform and expansion of secondary education was slower and less progressive in Britain than its chief competitors; arguments may focus on the limited development of entrepreneurship and the failure to produce enough scientists and engineers
- Social: the class system in Britain, more than in its competitor nations, favoured landed wealth rather than 'new' manufacturing wealth; the industrial middle classes tried to ape the aristocracy; the most common business units were family firms, which did not necessarily appoint top management by ability; management was too complacent.

Students may argue persuasively that the continuation of free trade disadvantaged the British economy, allowing her strongest competitors, particularly the United States and Germany, to profit from Britain's laissez-faire position, and that there was a clear correlation between economic decline, the continuation of free trade and the damaging impact of foreign competition. However,

this argument can be balanced by reference to a range of other factors, both external and internal, which contributed to Britain's economic decline.