
AS

History

Challenge and transformation: Britain, c1851–1964

Component 1G Victorian and Edwardian Britain, c1851–1914

Mark scheme

7041

June 2017

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 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

June 2017

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 significance of Disraeli's leadership for the Conservative Party? **[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 Blake’s argument, students may refer to the following:

- Blake’s main argument is that Disraeli’s leadership marks an important turning point in the development of the Conservative Party as he set out a new course to win working-class support as well as the forces of property
- Disraeli outlined a new commitment of the Conservative Party to ‘social improvement’
- Disraeli was deliberately pursuing a strategy to appeal to the newly enfranchised borough voters after the 1867 Reform Act.

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

- in the 1850s and 1860s the Conservatives’ attitude towards social reform was limited and the 1874–80 Conservative government’s record under Disraeli suggests that a new direction embracing social reform had been taken
- Disraeli faced opposition in the Cabinet after 1874 to trade union and social reform and had to, in his own words, ‘educate the party’
- however, in the 1880 election very little was made of the Conservatives’ record of reform suggesting that the party had not embarked on a radical new direction.

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

- Pugh’s main argument is that Disraeli’s impact on the revival of the Conservative Party has been exaggerated and is not as important as many have argued
- Disraeli remained fond of pre-industrial society and was reluctant to accommodate the urban proletariat either through electoral reform, in 1867, or through social reform
- Disraeli was not as significant as Lord Salisbury who responded more effectively to changes in the franchise.

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

- Disraeli’s series of speeches in 1872 asserting his leadership over the party contained very few specific proposals for social reform. The reforms of 1874–80 were based on existing government reports from the previous 20 years and once these had been used up there were no new proposals
- under Salisbury’s leadership the Conservatives dominated the years 1885 to 1905, partly due to improvements in Conservative Party organisation and the widening of the party’s

appeal to middle-class voters. Some historians argue this is more significant than Disraeli's contribution to the party

- however, Disraeli continued to emphasise the importance to the Conservative Party of appealing to working class voters, even after 1880, and the Primrose League continued his legacy after his death.

In arriving at a judgement as to which extract provides the more convincing interpretation, students may conclude that Blake's interpretation represents the traditionally held view that Disraeli was the founder of a new brand of 'One Nation' Conservatism. Pugh presents a more controversial interpretation of Disraeli's significance, choosing instead to highlight the achievements of Salisbury and downplaying Disraeli's role as a reformer. However, the influence of the Primrose League after Disraeli's death, which Salisbury greatly benefited from, would seem to suggest that he had inspired a new generation of more progressive Conservatives. Therefore, it is possible to argue that Blake's interpretation may be the more convincing.

Section B

- 02** ‘Socialist ideology was the most important reason for the emergence of the Labour Party in the years up to 1906.’

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments suggesting that socialist ideology was the most important reason for the emergence of the Labour Party in the years up to 1906 might include:

- the SDF was formed with a programme based on the ideas of Karl Marx and aiming for the overthrow of the existing economic and political order. The SDF influenced some of the 'new unions' which emerged in the late 1880s, and was one of the groups which formed the LRC in 1900
- the Fabian Society, formed in 1884, was a group of largely affluent intellectuals who favoured gradual progress towards socialist goals. They were also one of the groups which formed the LRC in 1900
- the independent Labour Party, formed in 1893, was also influenced by socialist ideology and sought to win representation for the working class in Parliament. They too were part of the formation of the LRC in 1900 and had some influence within the TUC.

Arguments challenging the view that socialist ideology was the most important reason for the emergence of the Labour Party in the years up to 1906 might include:

- the trade unions, through the TUC, brought the other organisations representing working class interests together in 1900. The unions were motivated more by practical considerations towards improving their members' standards of living rather than socialist ideology
- the Taff Vale Case (1901) gave the LRC a cause around which to unite and inspired a significant number of unions to affiliate. The hope was that greater representation in Parliament would lead to a change in the law regarding strike action
- many members of the various labour groups, and the LRC from 1900 were not socialists but came from a range of ideological backgrounds – many were ex-Liberals and/or nonconformists. The LRC in 1900 set out general aims, omitting anything overtly socialist
- the attitude of the Liberal Party was also significant. In the 1890s they were seemingly uninterested in new reforms for working people. From 1903, however, they were prepared to co-operate with the LRC through the Lib-Lab pact which enabled more LRC candidates to be elected in 1906.

Overall, students might conclude that the unions supplied most of the funding and membership of the new Labour Party by 1906, and that the main motivation for the unions was not socialist ideology but practical considerations of the living and working standards of their members. To support this view, it could be argued that it was the TUC that provided the main impetus for bringing the various groups together to form the LRC in 1900. Alternatively, students might argue that interest in socialist ideology was growing in various guises in the 1890s and that some of the key figures in the formation of the LRC, such as Keir Hardie and MacDonald had a clear interest in socialist ideology which was the main focus of both the ILP and Fabians.

03 ‘There was no progress towards female emancipation in the years 1886 to 1914.’

Explain why you agree or disagree with this view.

[25 marks]

Target: AO1

Demonstrate, organise and communicate knowledge and understanding to analyse and evaluate the key features related to the periods studied, making substantiated judgements and exploring concepts, as relevant, of cause, consequence, change, continuity, similarity, difference and significance.

Generic Mark Scheme

- L5:** Answers will display a good understanding of the demands of the question. They will be well-organised and effectively communicated. There will be a range of clear and specific supporting information showing a good understanding of key features and issues, together with some conceptual awareness. The answer will be analytical in style with a range of direct comment leading to substantiated judgement. **21-25**
- L4:** Answers will show an understanding of the question and will supply a range of largely accurate information which will show an awareness of some of the key issues and features. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be descriptive or partial, showing some awareness of the question but a failure to grasp its full demands. There will be some attempt to convey material in an organised way although communication skills may be limited. There will be some appropriate information showing understanding of some key features and/or issues, but the answer may be very limited in scope and/or contain inaccuracy and irrelevance. There will be some, but limited, comment in relation to the question and statements will, for the most part, be unsupported and generalist. **6-10**
- L1:** The question has not been properly understood and the response shows limited organisational and communication skills. The information conveyed is irrelevant or extremely limited. There may be some unsupported, vague or generalist comment. **1-5**
- Nothing worthy of credit. **0**

Indicative content

Note: This content is not prescriptive and students are not obliged to refer to the material contained in this mark scheme. Any legitimate answer will be assessed on its merits according to the generic levels scheme.

Arguments suggesting that there was no progress towards female emancipation in the years 1886 to 1914 could include:

- women still could not vote in general elections or become MPs. Most men continued to believe that it was inappropriate for women to become involved in politics. From 1908 to 1914, Asquith's opposition remained a significant barrier to votes for women
- the actions of the Suffragettes may have harmed the campaign for female enfranchisement as many supporters of votes for women, such as Lloyd George, were alienated by the violent tactics of the WSPU
- women were still much more likely to work in 'feminine' roles and in the 'sweated trades'. Despite having legal access to the medical profession, there were few women doctors in 1914; and other professions, e.g. the law, remained completely shut off to women. Trade Unions were resistant to female membership
- there was still a strong social expectation that married women should not work and that their rightful place was in the home. It was still much more difficult for women to gain a divorce.

Arguments challenging the view that there was no progress towards female emancipation in the years 1886 to 1914 could include:

- in 1888, female householders were allowed to vote in local council elections. In 1907, women could be elected onto local councils and serve as mayors
- the National Union of Women's Suffrage Societies won support for their campaign for equal rights for women. By 1906 a significant number of Liberal MPs supported votes for women
- the Suffragettes gained a great deal of publicity for the issue of female enfranchisement. In 1910, in response to a truce called by the WSPU, a Conciliation Bill was introduced to Parliament. Further Conciliation Bills followed in 1911 and 1912 suggesting that the vote for (some) women was a realistic possibility in the near future
- opportunities for young, unmarried middle-class women were increasing. Due to economic growth, work as clerks, typists, telephonists and bookkeepers was on the rise. Some historians have identified a 'new Edwardian woman' emerging around the beginning of the 20th century.

Overall, students may argue that for some, especially more affluent, women their rights and position in society improved in this period. The ability to participate in local elections and wider employment opportunities marked a significant change. However, the dominant vision of society for women of all social classes continued to be of their role as wives and mothers which restricted women's ability to play a full part in the social, economic and political life of the country. The issue of votes for women was clearly increasing in significance in the period, which could be regarded as representing some progress, however, by 1914 female suffrage had not been achieved.