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# A-level HISTORY

Paper 1G Challenge and Transformation: Britain, c1851–1964

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**Mark scheme**

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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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## A-level History Paper 1 Specimen Mark Scheme

### 1G Challenge and Transformation: Britain, c1851–1964

#### Section A

- |          |          |  |                   |
|----------|----------|--|-------------------|
| <b>0</b> | <b>1</b> | Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to the issue of the Home Rule for Ireland in the years 1886 to 1914? | <b>[30 marks]</b> |
|----------|----------|--|-------------------|

*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

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|------------|--|--------------|
| <b>L5:</b> | 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.   | <b>25-30</b> |
| <b>L4:</b> | 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.   | <b>19-24</b> |
| <b>L3:</b> | Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historic 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.   | <b>13-18</b> |
| <b>L2:</b> | 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.   | <b>7-12</b>  |
| <b>L1:</b> | <b>Either</b> shows an accurate understanding of the interpretation given in one extract only <b>or</b> 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. | <b>1-6</b>   |
|            | Nothing worthy of credit.  | <b>0</b>     |

## 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.

**Note:** in responding to this question, students may choose to analyse and evaluate each extract in turn, or to adopt a more comparative approach of individual arguments. Either approach is valid.

### Extract A

In identifying Feldman's arguments, students might refer to some of the following:

- his focus on nationality and ethnicity
- the claim that 'only through a new constitutional arrangement' could a solution be found to the clash of two very different traditions of national identity'
- his emphasis on the 'historic injustices' of English rule in Ireland that, by implication, made finding a solution exceptionally difficult
- the emphasis on cultural goals as part of Irish national identity, especially from the 1890s
- the references to the Protestant reaction to the development of a 'Catholic, Gaelic national identity'.

In their assessment of the extent to which arguments are convincing, applying their own contextual knowledge, students could refer to the following:

- the extent to which religion was a central element in Irish nationalism may be explored, e.g. Parnell was a Protestant; the attitude of senior Catholic clergy
- Gaelic culture's role may be explored, e.g. through reference to Gaelic League membership and the popularity of the GAA
- The extent to which Irish nationalism was irreconcilable with the maintenance of the Union
- 'historic injustices' might be explored.

### Extract B

In identifying Tim Pat Coogan's arguments, students might refer to some of the following:

- the argument that rejection of Home Rule came about because the politicians in London allowed 'all rational argument' to be overpowered
- the critical and condemnatory references to the Conservative Party, such as 'playing the Orange card'; 'efforts to negate the returns from the ballot boxes in Ireland'; and 'near treasonous behaviour'
- the references to the continuities between the attitudes and problems of the 1880s under Gladstone and the similar tensions facing Asquith.

In their assessment of the extent to which these arguments are convincing, applying their own contextual knowledge, students could refer to the following:

- the extent to which opposition to Home Rule was irrational may be explored with

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- reference to Britain's status as a great imperial power
  - the democratic basis of all Ireland Home Rule may be challenged, e.g. with reference to Ulster
  - reference may be made to the Liberal Government's dependency on Irish Home Rule MPs after 1910 elections.

### **Extract C**

In identifying Brendon's arguments students might refer to some of the following:

- his interpretation of Ireland as a problem of empire, similar to other colonial problems of 'menaced minorities';
- the references to Irish leaders, Parnell, Redmond and Pearse, all underestimating the 'intransigence of the Protestant north', whereas Coogan places far more emphasis on the politicians at Westminster, especially the Conservatives
- the references to Southern nationalists responding to the Ulster Protestants, their 'charismatic' leader and their ability to 'intimidate' the British government, whereas Feldman in Extract A seems to suggest it was the other way round

In their assessment of the extent to which these arguments are convincing, applying their own contextual knowledge, students might refer to some of the following:

- the importance of the 'intransigence of the Protestant north' may be explored
- the extent to which the British Government capitulated to Unionist pressure may be developed, e.g. through reference to the Liberal Government's continued commitment to Home Rule, which was only suspended by the outbreak of the First World War.

In summary, students might see all three of these extracts as having merit and as offering an interrelated range of factors contributing to the failure to achieve Home Rule. It may also be argued that all the extracts provide a valuable sense of context and continuity from the 1880s to the eve of the First World War.

**Section B**

**0 2** 'The key to all the triumphs and disasters of the Liberal Party in the years 1906 to 1924 was David Lloyd George.'

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**

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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 supporting the idea that Lloyd George was central to the Liberal Party's successes and failures in this period might include:**

- Lloyd George was the star turn of Liberal policies before 1914 – both in terms of the New Liberalism and in terms of the constitutional struggle with the House of Lords
- Lloyd George was the all-important leader of Britain's war effort from 1916; and of Britain's diplomatic role on the world stage after the war, adding to the prestige of the Liberal Party
- his role in the Coupon Election and his rivalry with Asquith
- Lloyd George was closely associated with the unpopular government policies of 1919–1922
- the collapse of the Liberals in 1922–1924 was largely due to the political miscalculations of Lloyd George, including the Chanak Crisis
- Lloyd George continued to dominate the Liberals long after 1924, showing how powerful and how lasting his influence was.

**Arguments that other factors were important might include:**

- the key factor was social and economic change, which was inexorably leading to the rise of Labour to replace the Liberals (New Liberalism, for example, may be seen to have been mostly motivated by fear of Labour)
- the Liberal electoral triumph of 1906 had little to do with Lloyd George
- Lloyd George was not to blame for the Liberal disaster of the 1912–1914 crisis over Ulster and Home Rule – that was mostly down to Asquith (and the past history of the party split in 1886)
- the expansion of the electorate in 1918 transformed British politics
- whoever had been in power in the immediate post-war years would have struggled to cope with the massive problems caused by the war and by the long decline of Britain's staple industries.

**0 3** 'Labour's landslide victory in 1945 was due to long-term trends in British society.'

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**



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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 supporting the proposition about long-term trends in society might include:

- trade union membership and the political influence of the unions was growing steadily
- Britain's development as a democracy assisted the emergence of a working-class movement
- the spread of education and political literacy also assisted
- industrial and urban growth eroded influence of traditional hierarchies
- the spread of socialist/collectivist ideas can also be seen to have contributed.

### Other long-term trends:

- the real key to the rise of Labour was the collapse in support for the Liberals: this was already well advanced by 1924
- the rise of the Labour Party was demonstrated by the formation of the Second Labour government in 1929; the deep-rooted strength of Labour was concealed by the special circumstances of the Labour split in 1931 and by the length and depth of the Depression which kept the National Government in power
- the Labour vote recovered steeply from the trauma of 1931 and was 150+ by 1935. If there had been an election in 1940 Labour's vote would have increased again. The breakthrough of 1945 was not as sudden as it seemed.

### Arguments to challenge the proposition, arguing that the real reasons for Labour success were short-term ones, might include:

- in the 1920s and 1930s, nobody saw Labour as a possible party of government. Serving in the wartime coalition government gave Labour ministers invaluable experience, recognition and respectability
- the Second World War caused significant changes in social attitudes and expectations, not least towards state intervention and planning
- the Conservatives were blamed for the mistakes of the 1930s and were labelled the 'Guilty Men'
- many special circumstances favoured Labour in the actual campaign in 1945. The normally smooth-running Tory election machinery could not function; and Churchill was in many ways a liability for the Conservatives as a peacetime Prime Minister.

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|----------|----------|---|-------------------|
| <b>0</b> | <b>4</b> | To what extent was there a ‘post-war consensus’ in Britain in the years 1945 to 1964? | <b>[25 marks]</b> |
|----------|----------|---|-------------------|

*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

- |            |   |              |
|------------|---|--------------|
| <b>L5:</b> | 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.  | <b>21-25</b> |
| <b>L4:</b> | 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.   | <b>16-20</b> |
| <b>L3:</b> | 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.   | <b>11-15</b> |
| <b>L2:</b> | 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. | <b>6-10</b>  |
| <b>L1:</b> | 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.  | <b>1-5</b>   |
|            | Nothing worthy of credit.   | <b>0</b>     |

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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 supporting the view there was a ‘post-war consensus’:

- the experiences of the war, both for servicemen and women and on the Home Front, had brought a significant sense of national unity. This persisted long after the war
- there was a strong sense of ‘Never Again’ after the evils of the 1930s (both the depression and appeasement)
- wartime experiences made planning seem acceptable, even desirable – this was shown by the strength of support for the welfare state
- the achievements of the Attlee governments were widely recognised and the Conservatives neither dared, nor really wanted to unravel them
- the Conservative leaders in the years 1951 to 1964, especially Churchill and Macmillan, were committed One Nation politicians; this was matched by the moderate leadership of the big unions
- the Age of Affluence from 1950 meant shared satisfaction at rising living standards.

### Arguments suggesting there was no consensus but significant divisions:

- the Conservatives de-nationalised several industries after 1951
- the ‘Establishment’ remained very influential and there was a lot of social exclusion. The popularity of *That Was The Week That Was* from 1962 showed the divisions that had been bubbling underneath the surface (as had Suez in 1956)
- the campaigns of CND showed serious divisions in Britain. This was not a party dispute between Labour and Conservatives but it was a major division all the same
- the 1964 general election revealed serious ideological differences between the main parties
- there were deep differences over European integration between Conservatives (for by 1961) and Labour (resolutely against).

