



A-level HISTORY 7042/1G

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

Mark scheme

June 2022

Version: 1.0 Final



2 2 6 A 7 0 4 2 / 1 G / M S

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

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 © 2022 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 the issue of female emancipation in the years 1903 to 1929.

[30 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:** 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 interpretation/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 the Suffragettes damaged the cause of votes for women and it was women's work in the First World War which led to female enfranchisement in 1918
- the Suffragettes were extremists who outraged the public with violent attacks on Liberal politicians
- as a result of the Suffragettes' actions, support for female enfranchisement declined within the Liberal Party
- the First World War brought an end to the Suffragettes' campaign and it was the context of women's work in the war years that ultimately delivered votes for women.

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

- Suffragettes targeted all members of the Liberal government, including those such as Lloyd George who were instinctively sympathetic to their cause, resulting in a loss of support for the cause in the Liberal Party. Many politicians also did not want to set the precedent that political violence achieved results
- in opposition to the extract, it could be argued that the Liberal Party did not support female enfranchisement because they feared the richer women, who would be given the vote first, would be more likely to vote for the Conservatives
- women's contribution to the war effort was significant and was recognised by the government and wider public opinion. This is how the inclusion of women in the expanded franchise in 1918 was presented by the government at the time
- in opposition to the interpretation in the extract, it could be argued that the Suffragettes successfully raised the profile of the issue of votes for women in the years before 1914 and gained admiration for their commitment to the cause. The decision to enfranchise some women in 1918 could have been due to the government's desire not to experience a revival of the Suffragettes' campaign
- also, in opposition to the extract, it could be argued that the enfranchisement of women over 30 in 1918 was not a 'reward' for women's work in the war as this excluded the large number of younger women who had made the most significant contribution to war work.

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

- the main argument of Extract B is that the greater freedom and independence experienced by women during the war was a temporary phenomenon and, in the 1920s, the government encouraged a return to more Edwardian values
- in pre-war Edwardian society, a woman's place was very much considered to be in the home as a wife and mother
- trade unions accepted the admittance of women into the industrial workforce during the war reluctantly, and only on the basis that it was a temporary expedient
- the post-war governments of the 1920s depicted motherhood and employment as incompatible and tried to influence women to return to their traditional domestic roles.

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

- in the Edwardian period, a woman's primary role in society was widely considered to be to seek marriage and build a family. However, some improvements had been achieved to the rights of women within family and property law, as well as in access to education and employment. Therefore, to depict the Edwardian period as largely fixed in a mindset regarding women as simply wives and mothers could be regarded as an over-simplification
- trade unions were resistant to the entry of women into the industrial workforce, fearing dilution of labour protections and the prospect of lower pay for their male members. However, women's war work was more varied than just factory work. Women also earned greater status and independence through contributions to the armed forces, transport and medical services
- the view of women primarily as wives and mothers certainly survived the war intact. The vast majority of women who had taken jobs in the wartime labour market had given up these roles by the early 1920s. Magazines, advertisements, and the recently founded Women's Institute, all reinforced the concept that a woman's place was in the home
- however, in opposition to the extract, it could be argued that in addition to gaining the vote in 1918 and 1928, women benefited from other post-war legislation giving them greater employment rights, eg the Sex Disqualification Act (1919). More women, albeit predominantly unmarried, were employed in the Civil Service, banking, insurance and local government sectors in the 1920s than ever before
- the changes in fashion and social behaviour, as represented by the 'flappers' of the 1920s, indicate that the social impact of the war was lasting and significant, especially for younger unmarried women. In addition, women gained greater divorce and property rights during the 1920s.

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

- the main argument of Extract C is that the First World War brought about significant social changes affecting the lives of women
- changes in fashion from the pre-war to post-war years were very significant – the elaborate Edwardian dress had given way to the shorter, looser-fitting, straighter dresses of the 1920s
- women enjoyed far greater social freedoms in the post-war years, being able to socialise more freely at cinemas and dance halls
- sexual freedoms were also enhanced by the war and birth control became more widely available and discussed in the 1920s.

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

- the 'flapper' fashion of the 1920s was certainly a radical departure from the conservative nature of Edwardian styles. Hairstyles, clothes and the use of make-up all changed significantly in the post-war years
- greater social freedom for many women was a significant feature of post-war society. Women were seen smoking in public for the first time; attended social events without a chaperone; and had access to an increasing number of social venues such as dance halls and cinemas
- Marie Stopes' books and her birth control clinic generated a significant amount of interest in sex and contraception throughout the 1920s
- in opposition to the extract, it could be argued that the impression of significant social change that it portrays was not the experience of all women, especially those living in poverty, and the greater freedoms described only really applied to younger, single, more affluent women
- changes in fashion, independence and freedoms for married women were far more limited than the extract suggests. The role and status of married women in the 1920s was not that dissimilar from the Edwardian period, and was reinforced by the government, the media and organisations such as the WI.

Section B

0 2 'In the years 1851 to 1873, all social groups within Britain benefited from the impact of economic growth.'

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, all social groups within Britain benefited from the impact of economic growth might include:

- farmers benefited from growing demand for their produce and technological innovations which drove improved productivity. In return, the general population benefited from the supply of cheap but good quality home-produced food
- the continuing growth of the staple industries – coal, iron, steel, shipbuilding, engineering, textiles – created employment opportunities for the working class and led to a significant increase in real wages. Aristocratic landowners benefited from exploiting the raw materials lying under their land
- the expansion of the railway network created employment but also the wider availability of a range of fresh food and manufactured goods across the country at affordable prices. More people were also now able to travel around the country, eg to spend a few days at seaside resorts
- the middle classes benefited from the increasing employment and entrepreneurial opportunities created by industrialisation. The size and wealth of the middle classes expanded significantly in this period, with knock-on effects for their social and political influence
- continued economic growth enabled successive governments to keep taxes low, which benefited the wealthier sections of society, many of whom who built substantial fortunes but also invested in industrial expansion and innovation.

Arguments challenging the view that in the years 1851 to 1873, all social groups within Britain benefited from the impact of economic growth might include:

- issues of insecurity of land tenure, relative isolation and poor productivity meant that the poorer rural areas did not benefit from the economic growth of this period
- the problem of overcrowded, insanitary slum housing remained in all major industrial areas affecting the lives of a significant proportion of the working classes. Government legislation to improve living conditions and public health was weak and often ineffective
- those living in poverty did not benefit from the wider economic growth. Employment was insecure and unpredictable, and the stigma of poverty associated with the Poor Law and the workhouse remained strong
- a large number of women and children were employed in unregulated workshops and sweated trades, enduring low pay and dangerous conditions. Such workers did not benefit from the wider economic growth and prosperity of the country as a whole.
- 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 economic boom of the mid-Victorian period led to significant improvements in the standard of living for the majority of British people covering the upper, middle and working classes. Increasing returns on investments and rising wages, coupled with increasing productivity and falling prices, led to genuine rising affluence for many British people. However, it would be wrong to conclude that this growing affluence was open to all. Those on the margins of British society, either geographically or economically, and those living in abject poverty, were unable to benefit from the wider economic growth. The problem of poverty was one with which society and government continued to grapple for the rest of the century and beyond.

0 3 'In the years 1868 to 1905, the Liberal and Conservative parties pursued similar policies towards 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 in the years 1868 to 1905, the Liberal and Conservative parties pursued similar policies towards Ireland might include:

- governments of both parties passed Land Acts aimed at improving the rights of Irish tenant farmers. Gladstone's acts of 1870 and 1881 focused on establishing fair rents and protecting tenants from unfair evictions. Conservative acts under Balfour and Wyndham, between 1886 and 1904, pursued similar aims
- the acts of Gladstone, Balfour and Wyndham also provided loans to enable Irish tenant farmers to purchase their land. Over half of Irish tenant farmers owned their land by 1905
- alongside the Land Acts, governments of both parties also passed Coercion Acts in order to clamp down on violent Irish nationalist agitation. Gladstone passed Coercion Acts in 1871 and 1881, and Balfour earned himself the nickname 'Bloody Balfour' for his vigorous response to violent protests after 1887
- governments of both parties sought to negotiate with Irish Nationalist politicians, especially Charles Parnell, in an attempt to bring about a resolution of the Irish question. Gladstone negotiated the Kilmainham Treaty with Parnell in 1882, and Salisbury formed a short-lived alliance with Parnell in 1885–86.

Arguments challenging the view that in the years 1868 to 1905, the Liberal and Conservative parties pursued similar policies towards Ireland might include:

- Gladstone's disestablishment of the Church of Ireland in 1869 met with furious opposition from the Conservatives in Parliament who were determined to uphold the dominance of the Protestant Anglican Church
- Disraeli's government, in the 1870s, did not engage with the issue of Ireland to a significant degree, preferring to prioritise the interests of the Anglo-Irish landowners over any long-term solution to the Irish land issue, such as Gladstone was attempting in the same period
- in 1886, Gladstone declared his support for Irish Home Rule therefore creating a clear difference in policy towards Ireland compared to the Conservatives. Those Liberals who disagreed with Gladstone left the Liberal Party and, ultimately, joined the Conservatives
- from 1886 onwards, the Liberals consistently pursued a policy of Home Rule for Ireland, submitting two Home Rule bills to parliament. Both were defeated by Conservative opposition, first in the Commons and secondly in the Lords
- the Conservatives viewed Ireland in the context of the integrity of the British Empire, and regarded any weakening of the union as an issue which could undermine Britain's control of its colonies. The intention of Conservative policy in Ireland from 1886 was to 'kill Home Rule with kindness'.

Overall, students may conclude that, in terms of general principles, there were clear differences in approach between the Conservatives and the Liberals in this period. Under Gladstone's leadership, the latter sought to ameliorate the condition of Ireland in a manner sympathetic to the Irish Catholic majority, ultimately culminating in the dramatic decision to support Home Rule in 1886. By contrast, the Conservatives were consistently resistant to measures they believed could undermine the integrity of the union, the rights of Anglo-Irish landowners, and indeed the strength of the British Empire. However, despite these clear differences in principle, there were less clear-cut differences in the actual policies implemented on the ground in Ireland. A combination of land reform and coercion was the consistent pattern of British policy in Ireland from 1870 to 1905. Therefore, it may be more accurate to conclude that, whilst different in underlying principles, the actual policies implemented by the two parties in Ireland were indeed largely similar in practice.

- | | | |
|----------|----------|---|
| 0 | 4 | To what extent was there a political consensus between the Labour and Conservative parties in the years 1940 to 1964? |
|----------|----------|---|

[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 there was a political consensus between the Labour and Conservative parties in the years 1940 to 1964 might include:

- Labour were willing to join the coalition government formed by Churchill in 1940, which proved a stable and effective administration through to the end of the war. Political and national unity contributed to the successful war effort
- both parties were committed to the maintenance of full employment in the years following the war and adopted a Keynesian approach to economic policy. The term ‘Butskellism’ was coined as a reference to the similarities in policy between Butler and Gaitskell in the 1950s
- the Conservative Party’s ‘Industrial Charter’ of 1947 indicated that the party had shifted its position on key Labour reforms such as the NHS, social security and nationalisation. When in government, from 1951 onwards, the Conservatives maintained all key features of the new ‘Welfare State’ and most of the newly nationalised industries
- the leadership of both parties were committed to establishing and maintaining Britain’s nuclear deterrent. Governments of both parties continued to perceive Britain as a major world power, whilst also acknowledging the need for decolonisation in the post-war context
- the Conservatives, especially under Macmillan, were keen to maintain positive relations with the trade unions. Union leaders were involved in discussions around economic policy with the Conservative government, yet retained their traditional ties to the Labour Party too.

Arguments challenging the view that there was a political consensus between the Labour and Conservative parties in the years 1940 to 1964 might include:

- it could be argued that the effectiveness of the wartime coalition was merely the result of the necessity of war. As soon as Germany was defeated, Labour insisted on a general election, the campaign for which was characterised by partisan attitudes such as Churchill’s infamous ‘Gestapo speech’
- the Conservatives opposed the significant social and economic policies introduced by the Labour government between 1945 and 1947, in particular the creation of the NHS and the welfare state, and the nationalisation of key industries
- in 1951, the Conservatives campaigned on a platform of releasing Britain from the grip of socialist controls. On achieving power, the new Conservative government sought to bring a swift end to rationing and denationalised the iron, steel and road haulage industries
- in the early 1960s, there were clear differences in the parties’ positions on policies such as education (Labour now favouring phasing out the 11+ exam); and membership of the EEC (Labour opposing Macmillan’s application to join)
- the economic problems of the early 1960s also caused greater divergence in economic policy. In the 1964 election campaign, Wilson was able to portray Labour as the party of technological and scientific innovation in contrast to the staid and out-of-touch Conservatives.

Overall, students may conclude that this period is often depicted as one of consensus as both parties were largely committed to state intervention in the economy and society to provide for the needs of all, both during the war and afterwards. Inevitably, there were attempts to differentiate their respective positions during election campaigns, but these tended to be short-lived.

Alternatively, students may conclude that the overall impression of consensus masks specific periods and issues when there was a lack of agreement. The years 1945 to 1947 could not easily be described as a period of consensus, and by the early 1960s, there was again clearer daylight between the positions of the two parties on a range of issues such as education, the EEC and Britain’s readiness to

take advantage of technological change. Therefore, it could be concluded that, setting the unique circumstances of the war to one side, there was a period of consensus between 1947 and the late 1950s, but that this was increasingly breaking down as the economic problems of the early 1960s began to bite.