

**AS**  
**HISTORY**  
**7041/1G**

Challenge and transformation: Britain, c1851–1964

Component 1G Victorian and Edwardian Britain, c1851–1914

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Mark scheme

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Version: 1.0 Final



Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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## 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** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of the Liberal Party in the years 1859 to 1868?

**[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.**

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretations/arguments/views.

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

- the main argument of the extract is that the Liberal Party was divided and difficult to lead in this period
- the support base of the party was made up of people from different classes and backgrounds
- the party was divided over policy matters covering temperance, religion, education and political reform.

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

- the party was certainly divided over the issue of political reform and extending the franchise. Palmerston and many Whigs opposed reform, whereas the Radicals, and ultimately, Gladstone and Russell were in favour
- the Liberal Party had a broad basis of support from different classes and interest groups – the aristocratic, landowning Whigs; middle-class businessmen and industrialists; Peelites; Nonconformists and Dissenters; the Radicals; and the new model unions. All of these groups had differing priorities, which made co-ordinating the party and policy difficult
- in opposition to the extract, it could be argued that the Liberal Party was more united than suggested, especially over the issue of free trade, but also with regard to tolerance of religious non-conformism and the ending of unfair privileges, all of which contributed to their victory in the 1868 election.

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

- the main argument of the extract is that the Liberal Party was united in pursuit of key policy objectives
- free trade was the core principle which united Liberals in this period
- the party was also united over constitutional, legal and religious reforms which would end excessive privileges and promote civil liberties.

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

- free trade was a clear unifying principle of the party in this period. The Peelites had split from the Conservatives over the abolition of the Corn Laws, and all of the various factions of the Liberal Party agreed with the pursuit of free trade policies
- the increasing influence of Gladstone's personality and ideology on the party in this period provided a unifying force. In particular, his key principles of 'peace, retrenchment and reform' won support from all elements within the new party
- in opposition to the extract, it could be argued that it provides a somewhat overly optimistic view of Liberal unity, especially up to 1866. Palmerston was set against political reform, and did not promote a coherent 'liberal' ideology. Furthermore, the Russell government collapsed after the failure of its reform bill in 1866.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that the ideology of liberalism, and the Liberal Party itself, were both emerging in this period, therefore it is to be expected that there were some uncertainties over what the new party stood for. Initially, under Palmerston, supporting free trade and opposing the Conservatives was enough to promote unity but this was somewhat superficial, and therefore up to 1866, the argument of Extract A may be more convincing. However, the rise of Gladstone provided the party with a clearer ideological basis, which contributed to their 1868 election victory, suggesting in the longer-term the argument of Extract B is the more convincing.

**Section B**

- 0 2** 'The social reform legislation of the years 1868 to 1880 demonstrated that self-help and laissez-faire were no longer important ideas.'

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 supporting the view that the social reform legislation of the years 1868 to 1880 demonstrated that self-help and laissez-faire were no longer important ideas might include:**

- the Education Acts of this period were a recognition that self-help and laissez-faire had created an uneven system of provision across the country. Forster's Act aimed to 'fill in the gaps' in existing provision and the later acts aimed to tighten up attendance
- the Liberals' Licensing Act (1872) was attacked by the Conservative Party and the brewing/distilling industry as an unacceptable attack on their freedom of action, therefore representing an undermining of the principles of laissez-faire
- Disraeli's government introduced the first comprehensive and compulsory Public Health Act in 1875. In addition, the Factory Acts of 1874 and 1878, and the Merchant Seamen's Act (1876) demonstrated that the government would now intervene in order to deal with obvious problems.

**Arguments challenging the view that the social reform legislation of the years 1868 to 1880 demonstrated that self-help and laissez-faire were no longer important ideas might include:**

- significant pieces of the social reform legislation of this period were permissive rather than compulsory, for example the Artisans' Dwellings Act (1875)
- after the flurry of reforms up to 1876, there was a noticeable decline thereafter, including the post-1880 period. Social reform was not a significant issue in the 1880 election
- neither of the two main parties wished to increase taxation to fund further government intervention, and laissez-faire remained a strong influence up to the 20th century
- little was done through legislation to address the issues of unemployment, pensions and health. Insurance schemes remained the predominant safety net for workers, which demonstrates that self-help principles were still significant.

Overall, students may conclude that this period did experience a significant increase in social reform legislation but this did not indicate the death of self-help and laissez-faire, which remained key principles in Victorian Britain. The widespread belief in minimal government and retrenchment meant that governments from 1868 were limited in their vision of what their social role should be. The extension of the franchise did provide opportunities for vote-winning measures to be enacted to correct obvious wrongs, but this did not denote a more fundamental shift in attitudes towards government intervention as the slackening of the pace of reform after 1876 suggests.



**0 3** 'In the years 1900 to 1914, the strengths of the British economy outweighed the weaknesses.'

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 supporting the view that in the years 1900 to 1914, the strengths of the British economy outweighed the weaknesses might include:**

- overall industrial output increased and some traditional industries thrived. In particular, shipbuilding benefited from the development of the new iron and steel ships. Textiles also continued to be a strength, using imported dyes from Germany for its own advantage
- invisible exports were a key strength of the British economy in this period, which ensured that the overall balance of payments remained positive. Britain dominated shipping and the City of London remained the centre of world finance and insurance
- real wages increased, which contributed to a significant growth in consumer demand, and therefore in the production of consumer goods. Electrical goods, shoes, chocolate, soap and beer were all growth areas in this period
- diversification in British agriculture enabled farmers to recover from the depression of the 1890s. Growth of dairy and poultry farming, as well as of market gardening, provided a basis for an ongoing recovery up to 1914 for many farmers.

**Arguments challenging the view that in the years 1900 to 1914, the strengths of the British economy outweighed the weaknesses might include:**

- industrialists, often second and third generation owners, were slow to respond to foreign competition and recognise the need for investment in new technologies and methods. As a result, Britain's industrial plant and machinery remained outdated and inefficient
- Britain's share of world trade fell as Germany and the USA, in particular, became industrial giants, exploiting their wealth of natural resources
- a significant proportion of British capital continued to flow abroad in foreign investments, where profits were considered easier to come by
- agriculture continued to suffer from exposure to fierce foreign competition. Prices remained low and many farmers struggled. The drift of population from countryside to towns continued.

Overall, students may conclude that this was a period of absolute growth but relative decline. Britain's international economic dominance was fading in the face of challenges from Germany and the USA, and therefore it was going to be impossible to retain the economic strength of the 19th century. However, the economy overall continued to grow, and both industry and agriculture demonstrated the ability to adapt to changing conditions.