



A-level HISTORY 7042/1G

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

Mark scheme

June 2023

Version: 1.0 Final



2 3 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.

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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** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to Gladstone's impact on British politics in the years 1866 to 1894.

[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 Gladstone oversaw a period of gradual but significant change within Britain, which benefited working class and ordinary British people
- the 'masses' identified with Gladstone and were grateful for his efforts to expand the franchise and appeal to working-class voters
- free trade was a central policy in bringing about rising living standards for ordinary Britons
- Gladstone was a master of moral rhetoric and contributed to the moral mission of the liberal left of British politics.
- As a result of Gladstone's efforts, there was no mass revolutionary socialist movement committed to the overthrow of the state.

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

- Gladstone had been a strong advocate for the expansion of the franchise in the 1860s, which heavily influenced Disraeli to pass the Second Reform Act in 1867. Gladstone's second ministry further expanded the franchise in 1884
- Gladstonian liberalism was built on the central tenets of free trade and low taxation. These policies contributed to the continuing economic growth of Britain in this period, which benefited the real wages of ordinary working-class Britons
- Gladstonian liberalism also involved a strong moral element such as attacks on unfair privilege, religious tolerance, education reform, extending women's legal rights and attacking Disraeli's foreign policy
- in opposition to the extract, it could be argued that Gladstone's record on reform to benefit the working classes is mixed. It was Disraeli, not Gladstone, who expanded the franchise in 1867. Furthermore, Gladstone lost a significant amount of working-class support in the 1874 election defeat due to the shortcomings of his legislation on trade unions
- in addition, Gladstone's commitment to radical reform could be described as lukewarm. The changes introduced to education, the army, universities and the civil service were quite limited. His second, third and fourth ministries did not introduce much significant reforming legislation and he was challenged within the party by Chamberlain and the radical wing
- Additionally, some responses may take issue with the argument that there was no mass socialist movements in the UK as a consequence of Gladstone's impact

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

- the main argument of Extract B is that Gladstone's reputation as a reforming radical politician is exaggerated
- his first ministry in the 1860s and 1870s did not deliver on the hopes of his radical followers
- his election victory in 1880 had little to do with radical politics and his subsequent second ministry was devoid of achievements
- the progress of the Liberal Party by the 1890s, in reducing the influence of upper-class members who had been holding back reform, owed more to Chamberlain than Gladstone

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

- Gladstone's reforming legislation of 1868–74 did have some significant limitations, which disappointed radicals. Non-conformists were disillusioned that the Anglican Church retained a privileged role in education; temperance campaigners were disappointed by the limitations of the 1872 Licensing Act, and working-class radicals by the trade union acts
- the 1880 election victory was very much based on Gladstone's criticisms of Disraeli's foreign policy, especially his refusal to denounce the Ottoman Empire over the Bulgarian massacres. Foreign policy and Ireland dominated the political scene between 1880–85 and Gladstone gave little attention to matters of social reform and the radical agenda
- Gladstone rejected Chamberlain's radical 'unauthorised programme' in 1885 and, even when he was forced to adopt the 'Newcastle Programme' in 1891, his support was very half-hearted. Splits between traditional 'Gladstonian liberals' and those who favoured a 'New Liberalism' grew wider throughout the 1880s and 1890s
- in opposition to the extract, it could be argued that Gladstone achieved as much as was possible in the political climate of the period. The task of holding together the disparate wings of the Liberal Party, from the Whigs to the Radicals, was not an easy one and Gladstone managed to pull this off for several decades whilst remaining true to his core principles
- furthermore, to characterise the 1880–85 ministry as staggering on 'without achievement' could be considered harsh. There were acts to improve working conditions, e.g., in shipping, and protections for workers who had accidents; a further education act; the Married Women's Property Act; and a further expansion of the franchise.

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

- the main argument of Extract C is that Gladstone's focus on Ireland ultimately damaged the party and distracted it from carrying out a more thorough programme of reform
- Gladstone was not motivated by genuine concern for the Irish people but used Ireland as an issue around which to unify the Liberal Party
- he announced his support for Irish Home Rule in 1885 to provide a renewed focus on this supposed unifying issue but it had the opposite effect and split the party further.

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

- Gladstone's first Land Act in 1870 failed to satisfy the demands of Irish tenant farmers and he responded to the increase in violent protest with a coercion act in 1871. Therefore, it could be said that in his first ministry he was not fully committed to the needs of the Irish people
- the issue of Ireland did not feature in his 'Midlothian Campaign' for the 1880 election. It was only once in power, that he felt the need to respond to the increasing violence of the Land League and the supporters of Home Rule. Again, it could be concluded that his policies towards Ireland were out of political convenience or necessity not conviction
- it is fair to argue that Liberal policy towards Ireland between 1868–1885 was a unifying issue bringing together the different wings of the party around policies which provided them with a clearly differentiated identity to the Conservatives
- Gladstone's 1885 conversion to supporting Home Rule certainly had the effect of deepening divisions within the Liberal Party, to the extent that Chamberlain and the Liberal Unionists eventually left the party and formed an alliance with the Conservatives
- in opposition to the extract, it could be argued that Gladstone's commitment to improving the lives of the Irish people was one of genuine conviction. He famously stated in 1868 that he would 'pacify Ireland' and he consistently pursued policies in each of his administrations specifically designed to address the demands and concerns of the majority of Irish people.

Section B

- 0 2** 'The most important reason why the British economy was weaker in 1929 than it had been in 1900 was the impact of the First World War.'

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 the most important reason why the British economy was weaker in 1929 than it had been in 1900 was the impact of the First World War might include:

- before the war, Britain could still claim economic pre-eminence in the world, e.g., it produced over half of the world's shipping, and London was the financial centre of the world. The war brought an end to the strength of Britain's economic position, e.g., there was a surplus of shipping after the war, and London lost its financial dominance to New York
- the cost of the war to Britain was immense. Annual government spending increased over tenfold in the course of the war, which was funded by loans from abroad. The need to repay loans after the war undermined the government's ability to promote economic growth
- the war created an artificially high level of demand for industrial production. After 1919, once the short-lived post-war boom was over, the economy suffered a significant recession and the beginning of a long-term unemployment problem which remained unresolved by 1929
- the First World War caused a loss of overseas markets as several other countries, e.g., Japan and India, took the opportunity to develop their own domestic industries whilst international trade was disrupted by the war.

Arguments challenging the view that the most important reason why the British economy was weaker in 1929 than it had been in 1900 was the impact of the First World War might include:

- Britain's staple industries were being challenged by stiff foreign competition, especially from Germany and the USA, well before the First World War. Both countries also established a lead over Britain in the development of newer industries, e.g., electrical and automotive
- lack of investment in new technology was a further long-standing issue affecting British industry. The advantage created by Britain's early industrial revolution, resulting in her long period of economic dominance, had worn off before 1914 and little had been done by either the government or private business to stimulate investment and modernisation
- industrial unrest was another pre-war issue that continued after 1918. The years of 'crisis' from 1911–14 had witnessed a significant increase in strike action, a feature of the British economy that was to re-emerge after 1918, culminating in the General Strike of 1926
- the introduction of tariffs by other countries, especially the USA, in the 1920s significantly reduced the market for British exports
- government policy could be blamed for Britain's economic decline in the 1920s. Cuts to government spending, e.g., the 'Geddes Axe', increased interest rates making borrowing more expensive, and the return to the Gold Standard in 1925, all exacerbated the economic problems.

Overall, students may conclude that Britain's 19th century economic dominance was already being severely challenged before 1914, and that this process merely continued after 1918. The war may have accelerated this decline, but it did not cause it. Alternatively, students may point to the continuing strengths of the British economy in 1914 and, although her economic dominance was being challenged and could not last forever, Britain would have been far better placed to cope with the challenges of the 1920s were it not for the impact of the war.

0 3 To what extent was Conservative dominance in the years 1924 to 1945 due to the weaknesses of their opponents?

[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 Conservative dominance of the years 1924 to 1945 was due to the weaknesses of their opponents might include:

- the Conservatives benefited from the fact that the Liberals were a divided party that never recovered from the split between Lloyd George and Asquith. The 1929 crash and subsequent creation of the National Government was the cause of a further Liberal split and they became increasingly irrelevant in the 1930s and 1940s
- the Conservatives were fortunate that, in 1924, Labour were still vulnerable to accusations of being ‘dangerously’ left-wing socialists. The ‘Zinoviev letter’ and subsequent ‘red scare’ in the Conservative-supporting press contributed to their landslide 1924 victory
- the Conservatives benefited from the fact that the left of centre vote was split between the Liberals and Labour. In both the 1924 and 1929 elections, the Conservatives won fewer votes than the combined total of the other two parties
- the Conservatives were fortunate that in losing power in the 1929 election, they were not in government when the Wall Street Crash occurred. It was left to the minority Labour government to deal with financial and economic fallout of the crash which led to their fall from office in 1931
- the Conservatives were fortunate that the Labour split of 1931 was so damaging that the party was unable to recover by the 1935 election, and then the war intervened to prevent another election before 1945.

Arguments challenging the view that Conservative dominance of the years 1924 to 1945 was due to the weaknesses of their opponents might include:

- Baldwin proved to be a skilful reader of public opinion and he cultivated a popular persona as a down-to-earth leader in touch with the ordinary British citizen. This played well with the electorate in 1924 and again in 1931 during the economic crisis
- Baldwin was also a skilful leader of the party, being able to bring together the different wings that had come into conflict during and after the Carlton Club meeting of 1922
- the Conservatives adopted popular policies in the 1920s, such as extensions to unemployment insurance and pensions, and a continuation of council house building. Chamberlain was an effective Minister of Health in the 1924–29 government
- the Conservatives’ orthodox economic policies were clearly supported by the electorate in 1931 and 1935. Therefore, the party was trusted as the best option to deal with the impact of the Great Depression
- Churchill had widespread support as the right man to replace Chamberlain in 1940. His ability to bring the Labour Party into his new wartime coalition secured the dominance of the Conservatives through the war years.

Overall, students may conclude that the Conservatives were fortunate that their political rivals were going through a period of transition, which made them less able to challenge the Conservatives effectively. The Liberals were in decline after the First World War, mainly due to the Lloyd George-Asquith split. Labour were on the rise; however, they were hampered by bad luck, most notably in 1929, and remained vulnerable to insinuations that their socialist ideology was dangerously radical. Alternatively, students may argue that the Conservatives had effective leaders in this period, not least Baldwin, who was able to keep the party united despite internal tensions and rivalries, whilst also cultivating a wider popular appeal. Furthermore, Chamberlain, whilst open to criticism as prime minister, was an effective health secretary and chancellor, and Churchill clearly enjoyed widespread support as the wartime Prime Minister.

0 4 'By 1964, British society was as unequal as it had been in the 1930s.'

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.

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- 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 by 1964, British society was as unequal as it had been in the 1930s might include:

- despite the employment opportunities open to women during the war, once it was over women were encouraged to return to their traditional domestic role. Those women who remained in work after 1945 were still largely employed in lower-paid, lower-status jobs. There was no progress towards equal pay for equal work in this period
- British society remained divided by class. For those at the top of the social hierarchy, private medicine and education remained. For those at the bottom, a new National Assistance Act (1948) was necessary to help those in poverty not covered by the new NI scheme. Labour's 1959 election campaign highlighted those left behind by the 'age of affluence'
- slum housing persisted in several inner-city areas and conditions in many of the new high-rise tower blocks, which aimed to alleviate the housing problems of the 1930s, did not lead to much of an improvement in the quality of residents' lives
- racism remained a problem in British society. In the 1930s, Mosley's BUF had targeted British Jews; in the 1950s, there were a number of racist attacks on the new Commonwealth immigrants who had entered the country from 1948
- despite the publication of the Wolfenden Report in 1957, no progress in Parliament had been made by 1964 to decriminalise homosexual acts between men.

Arguments challenging the view that by 1964, British society was as unequal as it had been in the 1930s might include:

- the practice of requiring women to resign from their jobs when they got married was lifted in a number of professions in this period, e.g., for teaching in 1944 and the civil service in 1946. As a result, by the early 1960s, 1 in 3 married women were in employment
- significant council house building programmes were implemented by both Labour and Conservative governments after 1945. New towns were established to ease overcrowding in the inner cities. The growth of suburbs further reduced the stark differences in the housing quality of different classes in the 1930s
- growing affluence through the 1950s enabled many more families to be able to afford a better diet, a car, a television and domestic appliances. The availability of easy credit and hire purchase meant that many consumer goods were accessible to the majority of families
- the establishment of the National Health Service – free for all at the point of delivery – created much greater equality in access to healthcare. This particularly benefited women and children who were often not covered by the pre-war national insurance schemes
- the 1944 Education Act ensured greater equality of provision across the country, establishing a system of compulsory education up to the age of 15 and expanding the number of schools. A significant number of new universities were established through the 1950s to widen access.

Overall, students may conclude that the impact of the Second World War clearly brought about a shift in attitudes among the British public, creating a greater desire for fairness and equality within society, as represented by the 1945 election result. This shift in attitudes led to long-term changes in society and social welfare from the 1940s onwards. However, it can also be argued that these changes did not significantly alter the traditional class system or gender inequalities, which were strong features of Britain in the 1930s. Furthermore, instances of racial inequality and prejudice were beginning to worsen in the 1950s in the context of Commonwealth immigration.