



GCE AS MARKING SCHEME

SUMMER 2025

HISTORY - UNIT 1

PERIOD STUDIES 1–4: BRITISH HISTORY

2100UA0-1

2100UB0-1

2100UC0-1

2100UD0-1

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

Marking guidance for examiners

Summary of assessment objectives for Unit 1

The questions in this examination assess assessment objective 1. This assessment objective is a single element focused on the ability to analyse and evaluate and reach substantiated judgements. In Section A, candidates choose one question from a choice of two. In Section B, candidates again choose one question from a choice of two. The mark awarded to each question is 30. The paper has a maximum tariff of 60.

The structure of the mark scheme

The mark scheme has two parts:

- An assessment grid advising the bands and marks that should be given to responses that demonstrate the qualities needed in assessment objective 1.
- Advice on each specific question outlining indicative content that can be used to assess the quality of the specific response. This content is not prescriptive, and candidates are not expected to mention all the material listed. Assessors must credit any further admissible evidence offered by candidates.

Deciding on the mark awarded within a band

The first stage for an examiner is to decide the overall band. The second stage is to decide how firmly the qualities expected for that band are displayed. Thirdly, a final mark for the question can then be awarded.

Organisation and communication

This issue should have a bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark within the band.

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.

		Analysis and evaluation	Judgement	Knowledge	Communication
Band 6	26–30 marks	The learner is able to effectively analyse and evaluate the key issues in relation to the set question.	A focused, sustained and substantiated judgement is reached.	The learner is able to demonstrate, organise and communicate accurate knowledge which shows clear understanding of the period studied.	The learner is able to communicate clearly and fluently, using appropriate language and structure with a high degree of accuracy in a response which is coherent, lucid, concise and well-constructed.
Band 5	21–25 marks	The learner is able to clearly analyse and evaluate the key issues in relation to the set question.	There is a clear attempt to reach a substantiated judgement which is supported.	The learner is able to demonstrate and organise accurate and relevant historical knowledge of the period studied.	The learner is able to communicate accurately and fluently using appropriate language and structure with a high degree of accuracy.
Band 4	16–20 marks	The learner is able to show understanding of the key issues demonstrating sound analysis and evaluation.	A judgement is seen but lacks some support or substantiation.	There is evidence of accurate deployment of knowledge.	There is a good level of written communication with a reasonable degree of accuracy.
Band 3	11–15 marks	The learner is able to show understanding through some analysis and evaluation of the key issues.	There is an attempt to reach a judgement, but it is not firmly supported and balanced.	Some relevant knowledge on the set question is demonstrated.	There is a reasonable level of written communication which conveys meaning clearly though there may be errors in spelling, punctuation and grammar.
Band 2	6–10 marks		There is an attempt to provide a judgement on the question set.	The learner provides some relevant knowledge about the topic.	There is a reasonable level of written communication which conveys meaning though there may be errors.
Band 1	1–5 marks		There is little attempt to provide a judgement on the question set.	The learner provides limited knowledge about the topic.	There is an attempt to convey meaning though there may be errors.
Award 0 marks for an irrelevant or inaccurate response.					

Stamps and annotations used for Assessment Objective 1

Stamp	Annotation	Meaning/use
	Analysis	For specific sections of correct and effective analysis of either historical material or argument
	Developed Point	Where the argument being presented has gone beyond assertion and utilises supporting material
	Evaluation	For specific sections of correct and effective evaluation, where an idea (or more than one idea) is effectively appraised
	Incorrect	Where the comment is incorrect in terms of the history or how the history has been (mis)understood, or where an unsupportable conclusion has been made
	Judgement	Used to note an emerging or not fully supported judgement
	Narrative	The candidate is offering information that may be valid, but is not using it to answer the set question
	Not relevant	Topic-based material that is not relevant to the set question
	Repetition	Stating the same thing as previously in the response. Possibly using different words, but not always
	Something here	The candidate begins to make an argument, but it is undeveloped
	Supported judgement	Used to note a clear and supported judgement. Also used for effective summative judgement
	Vague	Where the candidate alludes to historical evidence, or an argument and it is unclear what they mean
	Underline	Used to underline a smaller section of material that is being used to answer the set question
	Box	Used to box a larger a section of material that is being used to answer the set question
	Comment box	Used to provide a brief summative comment of the final mark awarded, drawing on terminology from the mark scheme

**Period study 1 Government, rebellion and society in Wales and England
c. 1485–1603**

Section A

0	1	“There was a revolution in government during the reign of Henry VIII.” Discuss. [30]
---	---	---

Candidates will offer an appraisal of whether there was a revolution in government during the reign of Henry VIII. They will demonstrate knowledge of the developments in government, analysing them and weighing up the extent to which they could be considered revolutionary, either on their own or collectively. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- The idea of there being a Tudor Revolution in government was initially proposed by GR Elton, who perceived a shift from a medieval to a more modern form of government between 1532 and 1540 under the influence of Thomas Cromwell.
- Elton’s thesis argued that the traditional form of government, directed by the king’s household was supplanted by a bureaucratic system which operated with minimal input from the monarch. Reference to regional government, including the North of England and Wales may also emerge in this area.
- Elton also suggested that in the 1530s, the Privy Council was devised to take the place of a much broader council, thereby giving control of the country to a small, professionalised group. While Elton argued that this was part of a Cromwellian Revolution, others have suggested that it was Cromwell’s opponents who were behind this, in an attempt to limit his power, and/or as a reaction to the threat from the Pilgrimage of Grace.
- Elton saw parliament being used more consistently to pass statutes to enforce decision making. This, it was argued, bolstered the position of parliament and the importance of statute law. For example, Cromwell’s achievement of making Henry VIII the Supreme Head of the Church in England via the Act of Supremacy, 1534.
- Several revisionist criticisms of Elton’s view have emerged, suggesting that the changes were organic responses to court factionalism rather than a pre-planned attempt to change government.
- Further, while parliament passed more statutes during this period than it had done previously, parliament had no will of its own and could not act independently of the Crown.
- It has been claimed that the Acts of Union (1536–43) were a revolution in the government of Wales, and there are arguments to support the contention that administrative changes in religion by way of the Church also reflected a revolution in government during the reign, for example Henry VIII becoming the Supreme Head of the Church and the administrative work that entailed (in relation to the Valor Ecclesiasticus and dissolution of the monasteries).
- Candidates may conclude that while there were developments in government and administration during this period, the origins, rationale, scope and nature of these continue to be a matter of debate.

0 2

**“The rebellion of the Northern Earls posed a more serious threat to the monarchy than either the Pilgrimage of Grace or the Western Rebellion.”
Discuss.**

[30]

Candidates will offer an appraisal of the severity of the threat to the monarchy of the rebellion of the Northern Earls. They will demonstrate knowledge of the rebellion of the Northern Earls, analysing and weighing up its severity in relation to the Pilgrimage of Grace and the Western rebellion. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- The Northern Earls’ rebellion, or the Rising of the North, in 1569 may be perceived to be a greater threat to the monarchy because its participants aimed to remove and replace the monarch.
- The fact that two members of the aristocracy led the rebellion posed a threat because they challenged the authority of the Crown and the Great Chain of Being and the example set by the earls might encourage others to follow their lead.
- The Earl of Northumberland was charged with the defence of the kingdom by safeguarding the northern border from a possible attack from a hostile Scotland.
- On the other hand, some historians consider the Pilgrimage of Grace to be a more significant threat due to its sheer scale – some 30 000 rebels took part.
- Equally significant is the fact that the Western or Prayer Book rebellion might lead to religious disaffection that could spread, especially as the monarch was a minor dominated by unpopular nobles.
- Candidates may argue that the Northern rebellion was poorly led and organized and was on a much smaller scale – 5 000 rebels – than the Pilgrimage of Grace. Equally, the Western Rebellion took place in a distant part of the kingdom and never directly threatened the Crown
- Candidates may conclude that rebellion by its very nature is a threat to the monarchy. However, they may or may not conclude that the Pilgrimage of Grace posed a greater threat than either the Northern Earls or Western Rebellion, recognising that the origins, rationale, scale and threatening nature of these three rebellions continues to be a matter of debate.

Section B

- | | | | |
|---|---|--|-------------|
| 0 | 3 | How effectively did Tudor governments respond to the problems of poverty and vagrancy? Refer only to the period between 1536 and 1601 in your response. | [30] |
|---|---|--|-------------|

Candidates will offer an appraisal of the effectiveness of Tudor governments' responses to the problems of poverty and vagrancy in the context of the period specified. They will demonstrate knowledge of the governments' various responses to these issues, analysing them and weighing them up their effectiveness individually and/or collectively. If candidates elect to cover the governments' responses to other issues during this period, or other bodies' response to the poverty and vagrancy, this may only be done to illuminate the comparative effectiveness of governments' responses to poverty and vagrancy, which must remain the focus of the response. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- Tudor authorities were aware of the problems of poverty and vagrancy but the effectiveness of their response to it was undermined by a misunderstanding of its cause and scale.
- The effectiveness of the government's response may also have been hampered by a generally unsympathetic and biased attitude that was slow to change. Generally speaking, the upper class was reluctant to support, let alone fund, the lower or poor classes.
- The government response to poverty and vagrancy can be traced via its legislation, which oscillated between punishment and relief throughout this period. For example, the so-called 'Slavery Act' of 1547 was considered harsh even by contemporaries, whereas the Statute of Artificers of 1563 was more enlightened and progressive.
- Government attitudes and responses to poverty and vagrancy were also shaped by external events, some natural such as a bad harvest, and others human caused such as rebellion. The effectiveness of their responses to these challenges relied on the cogency of their understanding of the different causes.
- Government policies were also influenced and shaped by the actions of other institutions such as the Church, Municipalities (for example, the Norwich scheme), charities, guilds and merchant support for the poor and vagrant. It could be argued that this was an effective approach as these measure as they were tried and tested, or perhaps it could be argued that the credit for efficacy lies with their originators.
- Relief became a more focused priority for national government towards the end of the period. For example, the difference between the Henrician and Elizabethan poor laws was quite marked (for example, the Poor Law of 1601). This recognition, could be argued to be an emergingly effective response throughout the period, noting the longevity of the 1601 Act.
- Candidates may conclude that while the problem of poverty and vagrancy was never solved and continued to be an issue throughout the period, the effectiveness of the policies and response of successive governments continue to be a matter of debate.

“The Acts of Union radically transformed the relationship between Wales and England.” Discuss with reference to the period from 1530 to 1588? [30]

Candidates will offer an appraisal of whether the Acts of Union radically transformed the relationship between Wales and England in the context of the specified period. They will demonstrate knowledge of the Acts of Union, analysing them and weighing up their impact on the relationship between Wales and England. If candidates elect to debate other issues during this period such as social, economic and religious factors, this may only be done to illuminate the comparative impact of the Acts of Union on the relationship between Wales and England, which must remain the focus of the response. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- The relationship between Wales and England had been developing over a long period of time prior to the Acts of Union but the sixteenth century witnessed legislation passed by government to administer Wales and the Marches such as the pre-Union laws (1534–6) and Acts of Union (1536–43), as well as relevant references to legislation regarding religion and the relationship between Wales and England.
- The period witnessed the gradual erosion of Welsh and Marcher law to be replaced by English law, which was made applicable across the whole of Wales and the Marches.
- The changes resulted in the appointment of English law-enforcement officers and the establishment of courts such as those of JPs and Quarter Sessions.
- For the first time, Wales was granted representation in Parliament, and the use of the English language in government, law and business was legislated and enforced.
- On the other hand, historians have pointed out that JPs had been introduced to Crown counties in Wales prior to 1530 and the use of English in law and business had been increasing for some two centuries prior to the 1530s.
- The Acts strengthened the already existing economic ties to English markets and businesses. This also applied to religion since the legislation accompanying the Reformation included Wales within its remit.
- Candidate may refer to the Reformation and/or changes in religion and how this contributed to the changing relationship between Wales and England.
- Candidates may conclude that the Acts of Union may well have shaped and, in some cases, radically transformed the relationship between Wales and England but the extent and scale of that transformation will continue to be a matter of debate.

SECTION A

0	1
----------	----------

Examine the reasons for the Regicide. Refer only to the period between 1640 and 1649 in your response. [30]

Candidates will offer an analysis of the reasons for the Regicide during the specified period. They will demonstrate knowledge of the Regicide, analysing it and weighing up the significance of the reasons that led to it. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement.

Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- Some historians and many contemporaries contend that the King's stubbornness, particularly in invoking Divine Right to suit his needs, and aloof personality caused the tensions that led to his judicial execution.
- There were many instances when the King refused to take or act on the advice of his ministers. Some of these ministers were governed by self-interest so they did not always act in the best interests of the Crown.
- The King's refusal to take responsibility for events before and during the war turned many against him, particularly Parliamentarians and a disproportionate number of the wider political nation. Some could not forgive him due to the chaos and loss of life in the war.
- The King's duplicitous behaviour in negotiations with Parliament and his employment of Irish Catholic troops led to a loss of faith in the King's word, which pushed radical politicians to think the unthinkable by exacting revenge on the King.
- The often negative influence of favourites and the Queen caused tension and resentment. This was particularly true of Henrietta Maria due to her Catholic faith and French origin and connections.
- The Royalists' defeat in the war was a turning point because it led to a judicial reckoning with the trial of the King and verdict of the Parliamentary court of law.
- Candidates may conclude that while the reasons for the Regicide may vary in weight and significance, the origins, rationale, scope and nature of these continue to be a matter of debate.

0	2
---	---

How successful were the political and religious policies of Charles II? [30]

Candidates will offer an appraisal of Charles II's political and religious policies. They will demonstrate knowledge of relevant policies, analysing and weighing up their successes and failures. If candidates elect to include problems of a non-political or non-religious nature, or the efficacy of Charles's rule in other areas, this may only be done to illuminate the level to which this political and religious policies were successful. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- The majority of historians agree that Charles II's religious policy was largely successful as far as it did not lead to serious conflict or rebellion.
- Although there was tension at times, Charles II had some success in government as far as it offered continuity and stability in a period following the chaos of war and the general unpopularity of Republican rule. Charles's kingship was successful because his position, status and rule were never seriously threatened by either Parliament or the political nation at large.
- If regarded as a political policy, it may be argued that the King's foreign policy was largely successful – it was consistent and stable and did not lead to prolonged periods of war. However, success against the Spanish was tempered by some failures against the Dutch.
- On the other hand, some historians have argued that the increasingly authoritarian nature of Charles's rule caused tension and anger and led to the collapse of the Cabal.
- Religious tensions and religious differences were never solved but were dealt with on an *ad hoc* basis without any real reform. Religious issues were set aside for his successor to deal with.
- The King's ongoing, if intermittent, conflict with parliament was never satisfactorily resolved, neither was the question of the succession. Charles failed to solve the monarchy's financial difficulties inasmuch as he spent more than he took in taxes.
- Candidates may conclude that while there were developments in government and religion during this period, the origins, rationale, scope and nature of these, and Charles II's involvement, continue to be a matter of debate.

SECTION B

0	3
---	---

How effectively did the monarchy deal with the problems it faced between 1603 and 1642? [30]

Candidates will offer an appraisal of the monarchy's efforts to deal with the problems it faced. They will demonstrate knowledge of the monarchy's actions, analysing them and weighing up their significance as a means of dealing with the problems it faced in the context of the period specified. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- There is general consensus that during this period the Crown remained strong and stable in the face of change and various political, financial and religious challenges. Continuity in the succession added to the sense of stability.
- The Crown's religious policy was relatively effective as far as there was no outright rebellion. The Anglican Church remained the most powerful religious institution in the kingdom so that the twin pillars of power – Church and State – remained stable.
- The Crown's financial policy was reasonably effective in spite of inflationary pressures but the increasing scale of royal spending and resentment of the Crown's dependency on Parliamentary finance led to the exploration of additional sources of income, some legitimate but others less so.
- On the other hand, historians tend to find fault in the approach and method adopted by the monarchy in its dealings with finance with increasing disagreements over the raising of taxes and Crown expenditure especially during the reign of Charles.
- There was a gradual deterioration in the Crown's relationship with Parliament involving both James and Charles, and there was tension over Royal favourites and unpopular ministers.
- The Personal Rule of Charles I and Laud's religious reforms caused tension and led to resentment and open opposition. These were the precursor to armed conflict that resulted in the Civil War.
- Candidates may conclude that while there were significant developments in government, finance and religion during this period, across the period, the efficacy of the monarchy's dealings with these issues varied. The extent to which it could be described as effective overall, is very much a matter of debate.

“Uncertainty over the question of royal succession was the main issue facing the nation between 1660 and 1715.” Discuss. [30]

Candidates will offer an appraisal of the statement that uncertainty over the question of royal succession was the main issue facing the nation between 1660 and 1715. They will demonstrate knowledge of the royal succession, analysing the reasons for uncertainty in the line of succession and weighing up the extent to which it was an issue for the nation in the context of other factors. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- The majority of historians agree that the succession posed a significant problem for every monarch after c.1675. Continuity and stability were considered to be the bedrock of a successful Crown and state.
- During the latter stages of Charles II's reign Parliament became increasingly concerned about the succession of James II particularly his adherence to the Roman Catholic faith. Parliament later became concerned about the death without heirs of William III and Anne. Uncertainty and instability became features of political life and debate culminating in the Acts of Succession 1701.
- On the other hand, there were other significant issues that faced the nation during this period especially Parliament's attempt to define the limits on royal power as evidenced by the passing of the Bill of Rights in 1689. This period witnessed the establishing of wider civil rights, which meant that the Crown could no longer behave in an arbitrary way.
- There were concerns and clashes over finance particularly with regard to the setting of the Crown's annual income and increasing resentment at the Crown's spending habits.
- The period witnessed political change especially in the development of party politics and the emergence of Whigs and Tories. Politics became bitter and polarised with each party vying for political power and in influencing, if not quite controlling, the monarchs.
- There was religious tension and an increasing lack of toleration especially in regard to Catholicism and dissenting sects. Attitudes to religious non-conformity and laws passed in Parliament became increasingly harsh.
- Candidates may conclude that while there were significant issues facing the nation during this period, the origins, rationale, scope and nature of these continue to be a matter of debate.

SECTION A

0 1

“The middle-class demand for representation was the most important pressure for parliamentary reform.” Discuss with reference to the period from 1792 to 1832. [30]

Candidates will offer an appraisal of the middle-class demand for representation as the most important pressure for parliamentary reform during the specified period. They will demonstrate knowledge of the middle-class demand for representation, analysing it and weighing up its importance in the context of other contributory factors. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- The changing economic framework created new centres of population and wealth which were under-represented in Parliament and featured in arguments for the removal of rotten boroughs and their consequent redistribution.
- The growth of middle-class prosperity and middle-class influence in society are alleged to have created a social class that challenged the supremacy of the aristocracy. Further, middle-class reform campaigns, especially their link with political unions and the growth of a provincial press, provided important pressures for reform.
- The response of political parties to the demands for reform, for example the Whig desire in 1831–2 to “reform so that we may preserve” influenced the debates during the Reform crisis years.
- The political impact of the French Revolution and the growth of radicalism in the 1790s presented not only a challenge to the government but also ignited the debate about parliamentary reform. The continuing protests in the period 1815–20 reinforced this pressure. Some historians have argued that these campaigns were the most significant pressures for reform.
- The long-standing complaints about corruption and inequality in the established electoral system were a constant refrain of reformers, exemplified by the Grampound and East Retford debates about rotten boroughs in the 1820s.
- The particular circumstances of the period 1828–32 – a revival of radicalism, the political unions, the break-up of the Tory Party, popular protests and the French revolution of 1830 – created an irresistible pressure for immediate reform.
- The motivation of the Whigs in 1830–2, Grey’s personal record of interest in reform and the decision of 1831 to go for a thorough reform of the system electrified the debate and sustained the pressure for reform during the crisis years.
- Candidates may conclude that middle-class demands for representation were a very significant pressure, but that other pressures such as structural problems, economic pressures and political developments might challenge the importance of middle class demands in the debate over the genesis of parliamentary reform during the period.

0	2
---	---

How effectively did governments respond to rural and urban protest during the period from 1830 to 1848?
[30]

Candidates will offer an appraisal of the effectiveness with which governments responded to rural and urban protest in the context of the period specified. They will demonstrate knowledge of the governments' various responses to these issues, analysing them and weighing up their effectiveness individually and/or collectively. If candidates elect to cover the governments' responses to other issues during this period, this may only be done to illuminate the comparative effectiveness of governments' responses to rural and urban protest, which must remain the focus of the response. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- The Reform Act 1832 could be seen as a successful resolution of the 1830–2 crisis and the alleged threat of revolution.
- The firm government response was particularly effective in using the power of the state to repress dissent, especially the Chartist movement and the suppression of the Merthyr Rising. There may also be references to the Trade Unions (and the fate of the Tolpuddle Martyrs) and the impact of the Police in Counties and Boroughs Act 1839. In contrast, there could be reference to the response to the Rebecca Riots, which could be seen as both conciliatory and effective.
- The social and economic reforms of the Peel government are often seen as a response to popular unrest, which successfully defused popular unrest in Britain at a time when the rest of Europe was susceptible to revolution.
- The repeal of the Corn Laws in 1846 removed a long-standing popular grievance that was responsible for much discontent in the period 1815–46.
- However, the faulty diagnosis of the causes of the Swing riots led to the controversial Poor Law Amendment Act, which was not successful in curbing protest particularly in the north of England.
- The repression of Chartism left unresolved the political grievances of the working classes and for much of the period governments did not respond to exceptional economic hardship, which caused further discontent.
- The tactics of the Anti-Corn Law League often wrong-footed governments; its arguments were used by free traders to justify decisions in Parliament.
- Candidates may conclude that the governments' responses to protest were sometimes very effective but that the nature and effectiveness of the responses varied throughout the period, so the issue is a matter of debate.

SECTION B

- | | | | |
|---|---|---|-------------|
| 0 | 3 | <p>“Disraeli’s second ministry (1874–1880) was responsible for the most significant reforms during the period from 1830 to 1880.” Discuss.</p> | [30] |
|---|---|---|-------------|

Candidates will offer an appraisal of whether Disraeli’s second ministry was responsible for the most significant reforms in the context of the specified period. They will demonstrate knowledge of Disraeli’s second ministry, analysing it and weighing up its impact in the context of other factors that led to reform across the period. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- Disraeli’s reputation as a novelist interested in social conditions and as a politician in the Crystal Palace speech 1872 could be seen as breaking new ground in the significance of social reform for a Conservative government.
- The programme of social reform in public health, housing, working conditions and education during the ministry looked impressive.
- The trade union reforms were seen as a sympathetic response to the new model unionism.
- The limited nature of some of the reforms and the debate about the permissive v. compulsory issue have diminished the reputation of the second ministry.
- In contrast, Gladstone’s first ministry 1868–74 offered substantial meritocratic reforms in contrast that made an indelible impression on many aspects of Victorian society and government
- Peel’s financial and economic reforms are often seen as contributing powerfully to mid- Victorian prosperity
- The Whig governments of the 1830s have a decent claim to be innovative reformers if, at times, very controversial ones. It could be argued that the parliamentary reforms of 1867 and 1872 were both original in design and far-reaching in effect.
- Candidates may conclude that Disraeli’s reforms in his second ministry were not as significant as the meritocratic reforms of Gladstone’s first ministry or the substantial reforms of the 1830s and 1840s or the parliamentary reforms after 1867. The relative significance of Disraeli’s reforms is a matter of debate.

04	Discuss the view that the Poor Law Amendment Act 1834 was the most significant social reform between 1830 and 1880. [30]
----	---

Candidates will offer an appraisal of the view that the Poor Law Amendment Act, 1834 was the most significant social reform in the context of the specified period. They will demonstrate knowledge of the Poor Law Amendment Act, analysing it and weighing up its impact in the context of other factors that led to social reform across the period. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- The resolution of the vexed issue of poor law rates and rural discontent with a nationwide attempt at uniformity were significant achievements. The first attempt at a centralised government response to a social problem broke new ground.
- The reform was an outcome of an investigatory commission setting the pattern for much Victorian legislative practice. The reform was significant in that it underlined the importance of utilitarian ideas in the evolution and implementation of reform.
- It may also be suggested that the ferocious response to its implementation, especially in the North, lends credence to the perception of it as being significant.
- The influence of humanitarian ideas and the importance of reform of working conditions in the factories and mines also resulted in significant and complex legislation.
- The growing awareness of the shortcomings of educational provision led to the innovative education grants, inspections, the Revised Code and the link with legislation restricting child labour. The important Education Act 1870 inaugurated the framework for a state elementary school system.
- The Municipal Corporations Act 1835 and the many public health reforms and improvements led to substantial improvements in urban conditions by 1880.
- Candidates may conclude that the purpose, origins, implementation and effects of the Poor Law Amendment Act were of great significance not only at the time but also for the nature of future legislation. The period also saw innovative reforms in working conditions, education and public health, which demonstrate that the significance of social reform in this period is a matter of debate.

SECTION A

0	1
---	---

“The demand for political change was the most significant development in Wales and England in the period from 1945 to 1980.” Discuss. [30]

Candidates will offer an appraisal of the demand for political change as the most significant development in Wales and England during the specified period. They will demonstrate knowledge of the various demands for political change, analysing these and weighing up their significance in the context of other developments at this time. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- After 1945, with the appointment of a Minister for Welsh affairs, there appeared to be more recognition for the need for Welsh political opinions to be represented in Westminster, with a recognition that Wales was an entity that had its own needs.
- Nationalist historians have promoted the importance of the political evolution of Plaid Cymru, which had begun to attract more votes in recent elections. In 1966, Gwynfor Evans, the Party’s president won a by-election in Carmarthen. By 1974, Plaid held three parliamentary seats, which suggests that Wales was, at least in some areas, undergoing some political evolution. Further, the investiture of 1969 became a divisive political event with extremism raising its head and also prompting a renewed discussion about the political situation in Wales and the desire among some for Wales to govern its own affairs.
- With the demands for political change increasing, the Royal Commission on the Constitution (the Crowther/Kilbrandon Commission or Report), which dealt with devolution in the 1970s led to calls for a referendum on devolution showing how far Wales had come in terms of political change.
- Including England, it could be argued that attitudes to political change were largely based on world events, for example nuclear disarmament and civil rights. Further, there was little appetite in either England or Wales for fundamental change in way the two were governed, nor did there appear to be widespread support for devolved or federalised administrations in either country.
- Politically, in Wales and England (indeed across the United Kingdom – albeit with other pressures in Northern Ireland), there was a shift from an emphasis on Empire to closer involvement in Europe. The UK’s entry into the European Economic Community (EEC) – later the European Union (EU) – in 1973 led to an erosion of national sovereignty and to a transfer of some powers to Europe. Indeed, events in Northern Ireland during the period bolstered some people’s view that the status quo in the rest of the UK should be upheld.
- The evolving social, cultural and economic situation in Wales and England meant that, within the population, the issue of political change was not looked upon as one of paramount importance by the majority of the populace.
- Candidates may conclude that while there were developments in the demand for political change in Wales and England, their scope is debatable – as is the significance of the various factors that may have contributed to the fluctuations in demand.

0	2
---	---

Examine the impact of legislative change on the lives of women. Refer only to the period between 1945 and 1980 in your response. [30]

Candidates will offer an analysis of the impact of legislative change on the lives of women during the specified period. They will demonstrate knowledge of the various legislative changes enacted, analysing them and weighing up their impact on the lives of women. If candidates elect to refer to the impact of other events or factors that may have affected the lives of women during this period, this may only be done to illuminate the comparative impact of legislation, which must remain the focus of the response. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- Welfare state legislation after 1945 led to significant improvements in health, education and employment opportunities for women with the creation of the NHS, maternity care and family allowance often cited as benefitting women.
- Labour governments also had an impact on the lives of women as a direct result of the Married Women's Property Act of 1964 and the Divorce Act of 1969, and the Equal Pay Act of 1970 which Labour politicians claim were clear attempts by government to give women more equal treatment which would ultimately lead to further developments and opportunities available to women.
- Further legislation included the Sex Discrimination Act 1975, which established the Equal Opportunities Commission that policed the issue of equality in the workplace and increased maternity rights for women. The result of this was seen by 1980 as women played a far more diverse and inclusive role within society.
- However feminist historians have argued that the legislation enacted as part of the welfare state confirmed women's role within the house and held women back in terms of employment and educational opportunities. The proliferation of women's groups in the 1960s directly shows how unhappy women were with the pace of change and challenges the view that concerns about the role of women in society governed the ideas behind early post-war legislative change.
- Events such as the Dagenham women's machinist strike indicate that things were far from equal for women workers despite legislation such as the Equal Pay Act of 1970, although that didn't end unequal treatment of women in the workplace.
- The Divorce Act of 1969 did a disservice to the plight of women by requiring a five-year separation period prior to any divorce settlement. Also, the almost blatant way the Equal Pay Act of 1970 was ignored or bypassed incensed women and was the basis for the mass women's liberation demonstrations seen in London in the early 1970s.
- Candidates may also discuss the significance of economic and/or cultural changes to conclude that while legislative change had a significant impact its significance continues to be a matter of debate as other issues may have been of more significance to the developing role and status of women between 1945 and 1980.

SECTION B

0 3

“The economic problems of the 1920s and 1930s led to more changes in society than any other issue between 1880 and 1951.” Discuss.

[30]

Candidates will offer an appraisal of the view that the economic problems of the 1920s and 1930s led to more changes in society than any other issue during the specified period. They will demonstrate knowledge of the economic changes of the 1920s and 1930s, analysing them and weighing up their impact on a changing society in the context of other contributory factors. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- During the inter-war period, economic difficulties, especially in traditional industries, and high unemployment led to much suffering and hardship and a developing understanding that government intervention was essential – a major development in the mindset of government that came to influence welfare developments between 1945 and 1951.
- Politically, the economic problems of the 1920s and 1930s led to the formation of the National Government in 1931 which dominated British politics for a significant period of time. Whether this led to change in society or stagnated and prevented change may be debated by the candidates.
- The economic problems also saw a political awakening with the rise of minority parties and growth in the Trade Union movement, which was an important change in society, however its impact may be debated.
- Regional variations during the 1920s and 1930s meant that economic problems did not affect everyone in the period to the same extent and peoples’ lives did not change that much, especially those in the middle and ruling classes, whose standard of living changed little.
- The Liberal reforms of 1906–11 may be considered as having changed society to a greater extent providing more opportunities as did the period from 1880 to 1906, which saw government and social investigators question government intervention and responsibility in the field of welfare.
- The reforms of the Labour governments of 1945–51 may be considered as having led to more changes – the creation of the Welfare State helped many in poverty; however, some may argue that it was the experiences of the 1920s and 1930s that influenced these reforms.
- Candidates may conclude that while the problems of the 1920s and 1930s led to changes, there is a debate as to whether other issues, such as developments in housing, health, education or the impact of war may have led to more fundamental change in society.

Candidates will offer an appraisal of the extent of change in society across the specified period. They will demonstrate knowledge of the changes in and to society, analysing them and weighing up the degree to which society was altered during this time. In answering the question, candidates must apply the relevant key concepts and reach a substantiated judgement. Candidates may use some of the following arguments to develop that judgement. This material is neither prescriptive nor exhaustive.

- The Liberal Reforms were a turning-point regarding government intervention to tackle unemployment, poverty in old age and sickness, and led to a fierce debate about the treatment of the poor. By 1951 the Labour Government had enacted a series of welfare reforms that were intended to tackle the *Five Giants* and people were protected from 'the cradle to the grave' showing a massive change in attitudes from government towards society's most vulnerable.
- Education changed significantly between 1880 and 1951. The Mundella Act 1880 effectively established universal education in practice, and elementary education continued to develop up to 1899 and the establishment of the Board of Education. The development of school meals provision and extension of the school leaving age were all strides forward. The Butler Education Act 1944 replaced almost all other education Acts and would, in time, pave the way for the creation of the modern secondary school system. Yet an unequal education system remained, and children were labelled from a very young age depending on the 11+ exam principle. Private education remained for the rich and was little changed.
- Housing slum clearance began in the late nineteenth century and continued throughout much of the period. The Wheatley Act 1924 and Greenwood Act 1930 were notable in developing housebuilding projects as was the New Towns Act 1946.
- The creation of the NHS certainly saw the end of the health crisis so clearly pointed out by the reports of Booth and Rowntree at the turn of the century and the wholesale development of National Insurance brought major changes to the 'safety net' that gave millions protection against ill-health.
- Attitudes towards the treatment of the poor and unemployed were slow to change: the Liberal reforms of 1906–11 were, at best, piecemeal and did little to target poverty and its causes. The destitution and suffering seen in the 1930s was largely ignored and the introduction of means testing showed very little sympathy. Whatever one's view on the efficacy of the Liberal reforms, it would be difficult to argue that attitudes towards poverty and unemployment had changed much before 1945.
- Many targets pertaining to house building projects never got close to achieving their aims and the promise of 'Homes fit for Heroes' never materialised after the First World War. It could also be argued that it took until 1947 and the creation of the NHS for governments to take their responsibility for health seriously.
- Candidates conclusions will vary widely depending on the information they utilise, yet there should be some recognition that change occurred even if it was not equally spread.