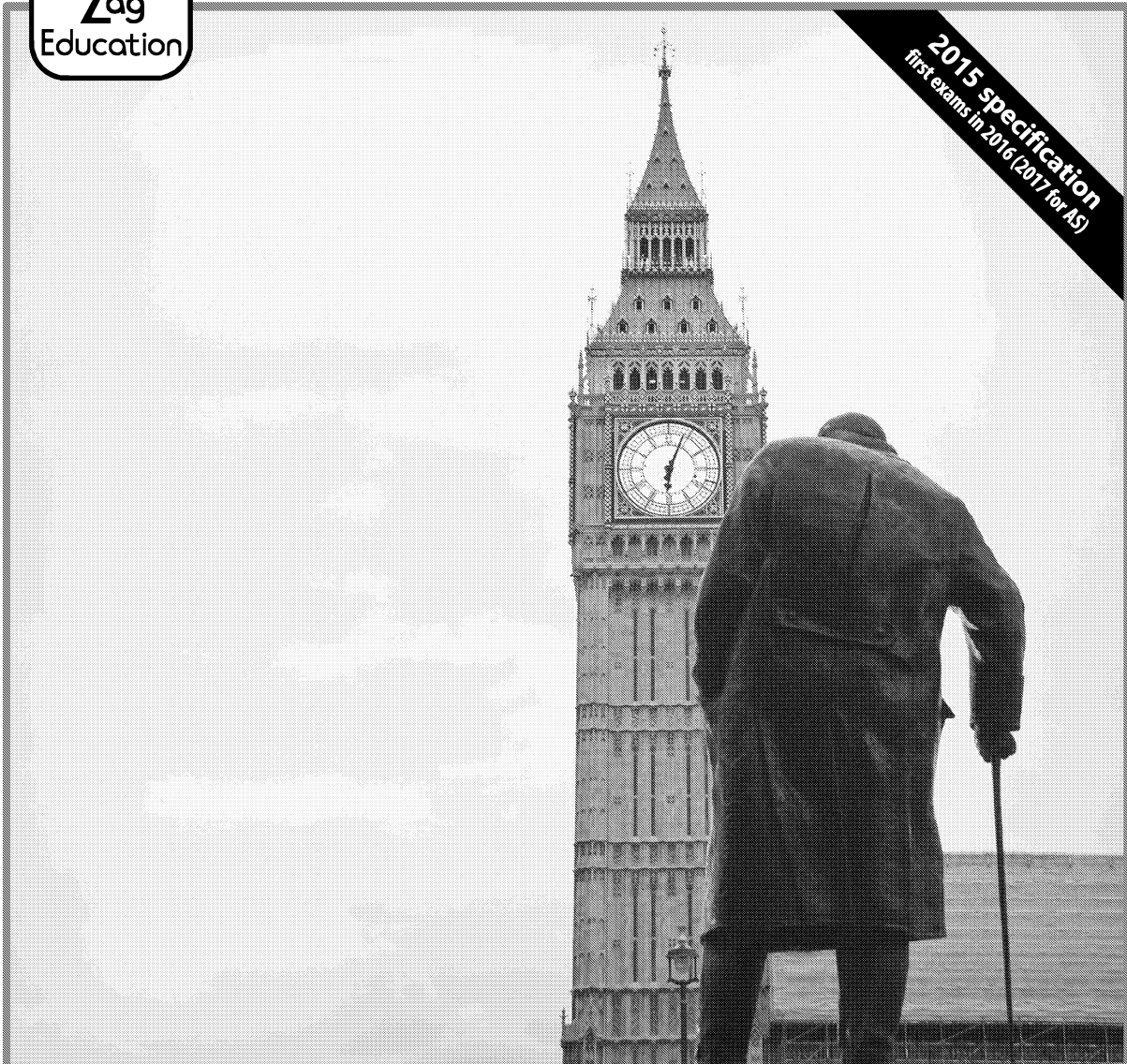


2015 specification
first exams in 2016 (2017 for AS)



Topic Tests

for AS and A Level AQA History:
Challenge and Transformation: Britain, c1851–1964

zigzageducation.co.uk

POD
12753

Publish your own work... Write to a brief...
Register at publishmenow.co.uk

Follow us on X (Twitter) [@ZigZagHistory](https://twitter.com/ZigZagHistory)

Contents

| | |
|---|------------|
| Product Support from ZigZag Education | ii |
| Terms and Conditions of Use | iii |
| Teacher's Introduction..... | 1 |
| Introduction for Students | 3 |
| Quick Question Overview Guide | 4 |
| Topic Tests | 6 |
| Test 1: Reform and challenge, c1851–c1886 | 6 |
| Test 2: Reform and challenge, c1851–c1886 | 7 |
| Test 3: Reform and challenge, c1851–c1886 | 8 |
| Test 4: Challenges to the status quo, c1886–1914 | 9 |
| Test 5: Challenges to the status quo, c1886–1914 | 10 |
| Test 6: Challenges to the status quo, c1886–1914 | 11 |
| Test 7: The Great War and its impact, 1914–1939 (A Level only)..... | 12 |
| Test 8: The Great War and its impact, 1914–1939 (A Level only) | 13 |
| Test 9: The Great War and its impact, 1914–1939 (A Level only) | 14 |
| Test 9: The Great War and its impact, 1914–1939 (A Level only) | 14 |
| Test 10: The Great War and its impact, 1914–1939 (A Level only)..... | 15 |
| Test 11: Transformation and change, 1939–1964 (A Level only) | 16 |
| Test 12: Transformation and change, 1939–1964 (A Level only) | 17 |
| Test 13: Transformation and change, 1939–1964 (A Level only)..... | 18 |
| Overview Topic Test 14: Challenge and transformation: Britain, c1851–1964 | 19 |
| Review Sheets | 20 |
| Review Sheet for Test 1: Reform and challenge, c1851–c1886..... | 20 |
| Review Sheet for Test 2: Reform and challenge, c1851–c1886..... | 20 |
| Review Sheet for Test 3: Reform and challenge, c1851–c1886..... | 21 |
| Review Sheet for Test 4: Challenges to the status quo, c1886–c1914 | 21 |
| Review Sheet for Test 5: Challenges to the status quo, c1886–c1914 | 22 |
| Review Sheet for Test 6: Challenges to the status quo, c1886–c1914 | 23 |
| Review Sheet for Test 7: The Great War and its impact, 1914–1939 (A Level only)..... | 23 |
| Review Sheet for Test 8: The Great War and its impact, 1914–1939 (A Level only)..... | 24 |
| Review Sheet for Test 9: The Great War and its impact, 1914–1939 (A Level only)..... | 24 |
| Review Sheet for Topic Test 10: The Great War and its impact, 1914–1939 (A Level only)..... | 24 |
| Review Sheet for Topic Test 11: Transformation and change, 1939–1964 (A Level only)..... | 25 |
| Review Sheet for Topic Test 12: Transformation and change, 1939–1964 (A Level only)..... | 25 |
| Review Sheet for Test 13: Transformation and change, 1939–1964 (A Level only) | 26 |
| Answers | 27 |
| Test 1: Reform and challenge, c1851–c1886 | 27 |
| Test 2: Reform and challenge, c1851–c1886 | 29 |
| Test 3: Reform and challenge, c1851–c1886 | 31 |
| Test 4: Challenges to the status quo, c1886–1914 | 33 |
| Test 5: Challenges to the status quo, c1886–1914 | 35 |
| Test 6: Challenges to the status quo, c1886–1914 | 37 |
| Test 7: The Great War and its impact, 1914–1939 (A Level only)..... | 39 |
| Test 8: The Great War and its impact, 1914–1939 (A Level only)..... | 41 |
| Test 9: The Great War and its impact, 1914–1939 (A Level only)..... | 44 |
| Test 10: The Great War and its impact, 1914–1939 (A Level only)..... | 46 |
| Test 11: Transformation and change, 1939–1964 (A Level only)..... | 48 |
| Test 12: Transformation and change, 1939–1964 (A Level only)..... | 50 |
| Test 13: Transformation and change, 1939–1964 (A Level only)..... | 52 |
| Overview Topic Test: Class/group discussion assessment..... | 53 |
| Overall Review of Topic Test Performance | 54 |

Teacher's Introduction

What is the purpose of this resource?

Teaching can make you feel under siege at times and overwhelmed by marking, preparation, reports, general administration and – let's not forget – the actual teaching process! I really hope this resource can act as an oasis for you and ease the pressure, while simultaneously providing students with a valuable learning experience that deepens their knowledge and understanding of the course.

Remember!

Always check the exam board website for new information, including changes to the specification and sample assessment material.

Contents of this resource

This resource contains 13 topic tests on the AQA History A Level: Challenge and Transformation: Britain, c1851–1964. There are six tests on Part One (AS) of the specification to 1914, with the remaining seven on Part Two of the course to 1964. There is a bonus overview oral class/group topic test designed to pull some of the themes on the course together over the whole period and is linked to the six key questions that form the basis of this course. Each part of the course is covered to some extent but it is impossible in a series of 13 formal topic tests to cover all aspects of the specification.

The resource is designed to support all the work you do in the classroom with your students. The tests can be used as:

- End of topic assessments
- Revision exercises – students can complete the tests multiple times if they feel that will aid revision
- Revision tests at the end of the course
- Cover lesson work when you want students to do something useful but not generate a ton of marking
- Homework tasks to review a topic
- Homework as a research introductory exercise

The nature of the topic tests

The assessments do not test factual knowledge alone but are also designed to enhance the analysis and evaluative skills of students in the context of their course. This necessitates the use of varied forms of assessment questions over the 13 tests. These include:

- **Factual questions:** Some simpler factual questions are included to ensure that all the content and basics are covered, and to allow weaker learners access to some marks. This is directed at developing AO1.
- **Definitions:** AO1 – these have been included to develop an understanding of historical terminology as well as factual knowledge.
- **Explain questions:** AO1 and AO3 – these are included to encourage students to substantiate points and develop them rather than simply make assertions or generalised comments.
- **Application questions:** These are not in exam style, and the purpose of these is to test the ability of students to apply their knowledge to structures which allow them to build towards full questions. This aims to help students improve their ability to score AO1 and AO3 marks in the examination. Questions are designed to encourage analysis, explanation and a balanced approach to their essays and interpretation questions.
- **Mini exam-style questions:** Where appropriate, tests may contain short versions of examination-style questions, to prepare students for what they might meet in the paper and to test their examination skills.
- **Full examination questions:** These have been included in Part Two of the tests to supplement examination practice in the classroom and familiarisation with the mark schemes. A choice of essays is offered for the essay question but only one interpretation question, which is on the General Strike.
- **Thematic oral discussion assessment:** This is designed to encourage students to look at the thematic overview of the course. It is suggested this is set as a homework task where students are given time at home or in the classroom to jot down notes for the discussion in the space provided. The discussion could take place in small groups or as a whole class. It should help students and their teacher to assess how clear students are on the key questions and the key steps in the nature of change.

How can the resource aid learning?

For the student:

- These topic tests are designed to assess a student's knowledge of the course content so areas of strength and weakness can be identified, and the necessary action taken by the student.
- The revising, completing of, marking and correcting of the assessments are designed to deepen student knowledge and understanding of the specification topics.
- There are review sheets for the end of each topic test as well as an overall review sheet when all have been completed. These will help students to pinpoint areas of weakness and to gain confidence as they see their marks improving.
- ***It is strongly recommended that the student introduction be issued to students and discussed with them so that they are very clear on the purpose of the topic tests and the process of review. It is designed to encourage them to see the tests as a 'working tool' as a means of aiding the revision process and deepening and supporting the learning completed in the classroom.***

For the teacher:

The log of results can be used as an assessment for learning tool, as well as a gauge as to how well the revision process is going for individual students.

How is the work to be marked?

The tests are aimed to save you preparation and marking time because they should be peer- or self-marked by the students.

The answers and mark schemes are provided at the end of this resource. They are designed to be student-friendly and talk directly to students. They may include more information than is required, or a range of possible approaches. This is to make peer- or self-assessment easier for students. All tasks could, however, be talked through within a whole-class situation to deepen learning and support the marking process.

When might you use this resource?

The tests can be completed in the classroom or as homework and should take approximately 45 minutes to complete. There are six tests on Part One (AS) of the course and seven tests on Part Two (A Level: Part Two).

Review sheets

These have been included so that students can monitor their progress and also discuss it with their teacher. They identify the knowledge, skills, and concepts displayed by the student and provide an opportunity for specific targets to be made. I hope they help in making students more accountable for their learning.

The overall review sheet monitors progress over the 13 tests so that a more strategic set of targets can be made as the 'final push' for the examination approaches.

April 2025

Introduction for Students

What is the point of completing these tests, discussing them, and marking them?

Revision is not easy but has to be done, and the more you embed your learning as you go, the easier it will be the consolidation process as the examination papers approach. **The purpose of these tests is to help you with these processes. The tips below are to show how they are designed to help you understand their relevance to you and your AS / A Level.**

Top tips for completing the topic tests

Timing

Most of the tests are designed to take **approximately 45 minutes**. This will get you into the time allocations and the need to 'watch the clock' as you complete assessments. Remember that the guidelines will be shown on the front of the examination paper. Failure to finish the test will result in a zero mark.

Using key terms – AO1

Questions that ask you to define terms or familiarise yourself with their application are designed to test your understanding of key terminology. This would enhance your writing and ability to demonstrate your knowledge in the examination paper. It can also speed up the writing process. For example, to use a key term appropriately is quicker and easier than explaining its meaning every time you refer to it.

Using specific examples – AO1

These tests require you to show knowledge because part of the skill you need to demonstrate is the ability to select the appropriate example to substantiate a given point you are making. You need to be specific and precise, rather than just vague statements that are very general and lack understanding. For example, to state that Britain became more democratic in a given period shows understanding as well as the ability to name specific legislation with its positives and negatives.

Taking care over the wording of questions – AO1 and AO3

If questions want you to *explain*, they want a specific number of reasons/factors/conditions. You must identify and explain distinct points – go beyond just identifying or naming reasons. This is a good habit for the examination so that you demonstrate your knowledge and understanding clearly and raised in a given question and move up the levels of the mark schemes.

Explaining change – AO1

Remember that your examination questions on the breadth paper will cover a 20–30 year period. How key features develop and change is an important way to show thematic understanding. When you answer changes in questions that are analysing and evaluating change, but explain them and evaluate them. Remember the title of the course is 'Challenge and Transformation', so the focus of the tests is on change.

Mini-essay questions – AO1

In these essays you must show balance, even if you have made a clear judgement and argument. You must also and refute/challenge the opposing view. The 10-mark essay questions in particular are designed to ensure your work is balanced and coherent.

Full exam questions – AO1 essay questions, AO3 interpretation question

These have been included in part two, as the A Level approaches, to give you experience of the full exam and understanding you have developed. Peer-marking, self-marking, or reading teacher comments will help you become increasingly confident about what is required to reach the upper mark levels of the two papers.

Using the review sheets provided

- Once the test has been marked, note down your areas of weakness and set your targets for these areas using the review sheets. This process will help you to target revision effectively.
- In completing the topic test review sheet avoid vague targets, such as revise more on this. For example, consider when you work most effectively and where as well as using revision websites, making mind maps or mnemonics, or probably a variety of methods.
- Write corrections on your answer sheet as part of the revision process, or highlight areas for improvement.
- Each test is directly focusing on part of the specification of your examination and is designed around that.
- There is a final review sheet to consider your progress across the tests. It will give you a summary of knowledge and understanding demonstrated in the tests. You could retry tests you struggle with or revisit them as part of the revision process.

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Quick Question Overview Guide

| Topic | Test No. | Specification Focus |
|--|----------|--|
| Part One: Victorian and Edwardian Britain, c1851–1914 Reform and challenge, c1851–c1886 | 1 | <ul style="list-style-type: none"> The political system 1851–1886 Gladstone and Disraeli's ideologies |
| Part One: Reform and challenge, c1851–c1886 | 2 | <ul style="list-style-type: none"> The state of the economy in the 1880s The emergence of social movements and social reform Disraeli and his policies |
| Part One: Reform and challenge, c1851–c1886 | 3 | <ul style="list-style-type: none"> Social classes Tensions in Ireland to 1886 The causes and impact of urbanisation and industrialisation |
| Part One: Challenges to the status quo, c1886–1914 | 4 | <ul style="list-style-type: none"> The ministry of Balfour and key events within it Rise of the Labour Party Aspects of the constitutional crisis New Liberalism |
| Part One: Challenges to the status quo, c1886–1914 | 5 | <ul style="list-style-type: none"> Economic developments: the Great Depression and its aftermath; problems of British industry and agriculture; staples and new industries; foreign competition; invisible exports; debates over protectionism, tariff reform and free trade Social change; trade unions and new unionism; syndicalism; the issue of female emancipation; the growth of the urban population; the expansion of service industries; standards of living |
| Part One: Challenges to the status quo, c1886–1914 | 6 | <ul style="list-style-type: none"> Liberal reforms The emergence of social movements and social reform Home Rule Bill – causes and consequences |
| Part Two The World Wars and their legacies: Britain, 1914–1964 The Great War and its impact, 1914–1939 (A Level only) | 7 | <ul style="list-style-type: none"> Politics and economic policies during World War I Impact of war on women and men in fighting age Lloyd George as wartime PM Electoral reform |
| Part Two: The Great War and its impact, 1914–1939 (A Level only) | 8 | <ul style="list-style-type: none"> The General Strike |
| Part Two: The Great War and its impact, 1914–1939 (A Level only) | 9 | <ul style="list-style-type: none"> Ireland 1916–1939 <p>Or</p> <ul style="list-style-type: none"> State of the economy 1909–1939 (Essay choice) |

INSPECTION COPY

**COPYRIGHT
PROTECTED**



| Topic | Test No. | Specification Focus |
|---|----------|---|
| Part Two: The Great War and its impact, 1914–1939 (A Level only) | 10 | <ul style="list-style-type: none"> The impact of war on British parties and politics: coalition government; the decline of the Liberals; position of Conservatives Economic developments: problems of the staple industries and mines; the Depression; economic realignment |
| Part Two: Transformation and change, 1939–1964 (A Level only) | 11 | <ul style="list-style-type: none"> The impact of the Second World War on British politics: Churchill as wartime leader; 'the Labour landslide' Increased state role in wartime |
| Part Two: Transformation and change, 1939–1964 (A Level only) | 12 | <ul style="list-style-type: none"> Welfare State Attlee and the economy Election 1951 |
| Part Two: Transformation and change, 1939–1964 (A Level only) | 13 | <ul style="list-style-type: none"> Scandals and crises from 1956–1964 Economic policies 1956–1964 Conservative dominance of the 1950s Post-war Catholic civil rights movement in Northern Ireland Home vs Wilson Youth culture, immigration, decolonisation |
| Challenge and transformation: Britain, c1851–1964 | 14 | Discussion questions ranging full course |

**COPYRIGHT
PROTECTED**



Topic Tests

Test 1: Reform and challenge, c1851–c1886

TOPIC FOCUS:

- The political system 1851–1886
- Gladstone's and Disraeli's ideologies

1. In 1851 Britain was not a democracy. State **four** reasons why this was the case.
2. Explain three differences between the Whigs and the Conservatives in 1851. You must go beyond identifying a difference. You must comment on the nature of any two of the following: attitude to change, focus of policies, attitude to the poor.
3. In what year did Gladstone become leader of the Liberal Party, and which constituencies were its constituents?
4. Why was this party prone to splitting?
5. In 1867 which group was given the franchise by the Conservative government?
6. Explain the key features of Gladstonian Liberalism.
7. Explain the key features of Disraeli's One Nation Conservatism.
8. Copy and complete the table below to show the key steps in the development of democracy under Gladstone. You must go beyond identifying what the Act said to explain how it made Britain more democratic.

| Name of Act | How it expanded/developed democracy |
|--|-------------------------------------|
| 1872 – Ballot Act | |
| 1884 – Corrupt and Illegal Practices Act | |
| 1884 – Representation of the People Act / Third Reform Act | |
| 1885 – Redistribution of Seats Act | |

9. Explain the role Gladstone played in the Conservative Party.
10. How did the lowering of the tax on newspapers and the 1870 Education Act help to develop democracy?
11. To what extent had laissez-faire been eliminated in government policy by 1886?

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Preview of Questions Ends Here

This is a limited inspection copy. Sample of questions ends here to avoid students previewing questions before they are set. See contents page for details of the rest of the resource.

Review Sheets

Review Sheet for Test 1: Reform and challenge, c1851–c1886

| Question | Knowledge assessed/developed | Key concept / exam skill being developed |
|--------------|--|--|
| 1 | Level of democracy in 1851 | Causation – of limitations of the democratic process in 1851 |
| 2 | Nature of political parties in 1851 | Similarity and difference – distinctive features of Whigs and Conservatives |
| 3 | Composition of Liberal Party | Change |
| 4 | Origins of Liberal Party | Causation – reasons for splitting |
| 5 | Democratic reform in 1867 | Change |
| 6 | Features of Gladstonian Liberalism | Significance |
| 7 | Features of Disraeli's One Nation Conservatism | Significance |
| 8 | The growth of democracy | Change |
| 9 | Political change in Conservative Party | Consequence / significance / key individual |
| 10 | Changes in media and education linked to the growth of democracy | Consequence |
| 11 | Mini essay on policy changes to 1867 | Balance Writing in clear coherent manner with substantiating factual knowledge Change and continuity |
| Total | | |

Review Sheet for Test 2: Reform and challenge, c1851–c1886

| Question | Knowledge assessed/developed | Key concept / exam skill being developed |
|--------------|---|--|
| 1 | Social attitudes/policy to the poor 1851 | Understanding of key terminology |
| 2 | Legislation 1870s | Balance, consequence, significance |
| 3 | Industrial Revolution | Causation, change and significance |
| 4 | Organisations to protect workers to c1851–1890 | Terminology |
| 5 | Key individuals Conservative Party under Disraeli | Cause and consequence Change, significance |
| 6 | Key individuals Conservative Party under Disraeli | Cause and consequence Change, significance |
| 7 | The state of the economy by the 1880s | Balance Writing in clear coherent manner with substantiating factual knowledge Change and continuity |
| Total | | |

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Review Sheet for Test 3: Reform and challenge, c1851–c1886

| Question | Knowledge assessed/developed | Key concept / exam skill being developed | Mark |
|--------------|---|--|-----------|
| 1 | Industrial Revolution and growth of towns | Change, causation and historical terminology | 1 |
| 2 | Conditions in towns | Historical terminology | 1 |
| 3 | Social classes in 1851 | Cause and consequence | 1 |
| 4 | Irish nationalism | Terminology | 1 |
| 5 | Irish nationalism | Terminology | 1 |
| 6 | Discontent and tension in Ireland to 1886 | Cause and consequence Change, impact of individuals | 2 |
| Total | | | 15 |

Review Sheet for Test 4: Challenges to the status quo, c1886–c1914

| Question | Knowledge assessed/developed | Key concept / exam skill being developed | Mark |
|--------------|--|---|-----------|
| 1 | State of the Liberal Party in 1900 and its impact on Conservatives | Cause and consequence | 1 |
| 2 | Salisbury's policies and maintenance of party unity | Cause and consequence, significance | 1 |
| 3 | Liberal Party | Chronological understanding | 1 |
| 4 | Tariff reform and Joseph Chamberlain | Cause and consequence | 1 |
| 5 | Fall of Balfour | Cause and consequence | 1 |
| 6 | Revival of the Liberal Party | Cause and consequence | 1 |
| 7 | Rise of the Labour Representation Committee | Cause and consequence | 1 |
| 8 | Nature of Gladstonian and New Liberalism | Similarity and difference | 1 |
| 9 | Blocking of budget 1909 | Causation | 1 |
| 10 | Reaction to blocking of budget | Consequences, significance | 1 |
| 11 | Vote on the Parliament Bill | Terminology | 1 |
| 12 | The nature of democracy in 1914 | Balance Coherence Selection of specific and relevant examples | 1 |
| Total | | | 14 |

**COPYRIGHT
PROTECTED**

Review Sheet for Test 5: Challenges to the status quo, c1886–c1914

| Question | Knowledge assessed/developed | Key concept / exam skill being developed | Mark |
|--------------|---|--|-----------|
| 1 | Economic rivals pre-WWI | Change | 1 |
| 2 | Staple industries | Terminology | 1 |
| 3 | Staple industries and their location | Terminology | 1 |
| 4 | Economic growth | Cause and consequence, significance, change | 1 |
| 5 | Economic decline | Cause and consequence, significance, change | 1 |
| 6 | Economic decline – social impact | Change | 1 |
| 7 | Economic decline – social impact | Change, cause and consequence | 1 |
| 8 | Characteristics of New Model and New Unions | Change, terminology, cause and consequence | 1 |
| 9 | Radical unionism | Terminology, change | 1 |
| 10 | Fear of revolution | Terminology, cause and consequence | 1 |
| 11 | Localised nature of syndicalism | Change, difference | 1 |
| 12 | Protectionism | Change, continuity, terminology, significance | 1 |
| 13 | Protectionism | Change, continuity, terminology, significance | 1 |
| 14 | New Union strikes | Cause and consequence, terminology | 1 |
| 15 | Impact of the state of the economy | Cause and consequence | 1 |
| 16 | Employer response to successful strikes | Cause and consequence, change, terminology | 1 |
| 17 | Formation of Labour Party | Change | 1 |
| 18 | Impact of suffragettes to 1914 | Balance, change and continuity, terminology, cause and consequence | 1 |
| Total | | | 18 |

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Review Sheet for Test 6: Challenges to the status quo, c1886–c1914

| Question | Knowledge assessed/developed | Key concept / exam skill being developed | Mark |
|--------------|------------------------------|--|------|
| 1 | Liberal reforms | Cause and consequence, terminology, change | /1 |
| 2 | Growth of railways | Change and significance | /1 |
| 3 | Liberal reforms | Cause and consequence, change and continuity, significance, terminology, balance | /2 |
| 4 | Home Rule | Cause and consequence, terminology, change and continuity | /1 |
| 5 | Home Rule | Cause and consequence, terminology, change and continuity | /1 |
| 6 | Home Rule | Change and continuity, significance, cause and consequence | /1 |
| 7 | Home Rule | Cause and consequence, change | /1 |
| 8 | Invisible exports | Consequence and significance | /1 |
| 9 | Invisible exports | Consequence and significance | /1 |
| 10 | Service industries | Consequence and significance | /1 |
| 11 | Service industries | Consequence and significance | /1 |
| Total | | | /6 |

Review Sheet for Test 7: The Great War and its impact, 1914–1918

| Question | Knowledge assessed/developed | Key concept / exam skill being developed | Mark |
|--------------|--|--|------|
| 1 | State of political parties in 1918 | Cause, consequence, change, significance | /1 |
| 2 | DORA | Terminology | /1 |
| 3 | Conscription | Cause, consequence, change, terminology | /1 |
| 4 | The split in the Liberal Party in 1916 | Cause and consequence, change, terminology, significance | /1 |
| 5 | Production of munitions | Cause and consequence | /1 |
| 6 | Nationalisation of industries during war | Terminology, change | /1 |
| 7 | Lloyd George's wartime ministry | Cause and consequence, change, terminology, balance | /1 |
| 8 | Lloyd George | Change and continuity | /1 |
| 9 | Lloyd George | Consequence | /1 |
| 10 | Equalising of voting age for women | Change | /1 |
| 11 | Equalising of voting age for women | Change | /1 |
| 12 | Equalising of voting age for women | significance | /1 |
| Total | | | /5 |

**COPYRIGHT
PROTECTED**

Review Sheet for Test 8: The Great War and its impact, 1914–1918

| Question | Knowledge assessed/developed | Key concept | Mark |
|--------------|------------------------------|-------------|------|
| 1 | The General Strike | Causation | /3 |
| Total | | | /3 |

Review Sheet for Test 9: The Great War and its impact, 1914–1918

| Question | Knowledge assessed/developed | Key concept | Mark |
|--------------|------------------------------|-------------|------|
| 1 | Ireland 1912–1939 | | /2 |
| 2 | British economy 1909–1939 | | |
| Total | | | /2 |

Review Sheet for Topic Test 10: The Great War and its impact, 1914–1918

| Question | Knowledge assessed/developed | Key concept | Mark |
|--------------|--------------------------------|---|------|
| 1 | The state of the Liberal Party | Cause and consequence, significance | / |
| 2 | The state of the Liberal Party | Cause and consequence, significance | / |
| 3 | Extremist parties | Cause and consequence, significance | / |
| 4 | Election 1924 | Cause and consequence, significance, change | / |
| 5 | Labour Party split 1931 | Cause and consequence, change, significance | / |
| 6 | MacDonald 1931 | Cause and consequence, change, significance | / |
| 7 | Role of the King in 1931 | Cause and consequence, change, significance | / |
| 8 | Formation National Government | Terminology | / |
| 9 | North/South Divide | Terminology | / |
| 10 | North/South Divide | Terminology Cause, continuity | / |
| 11 | Abdication crisis | Terminology | / |
| 12 | Abdication crisis | Terminology | / |
| 13 | Abdication crisis | Cause | / |
| 14 | Abdication crisis | Similarity | / |
| 15 | Abdication crisis | Cause and consequence | / |
| 16 | Hungry '30s | Significance | / |
| 17 | Improvement in the economy | Continuity and change | / |
| Total | | | /4 |

**COPYRIGHT
PROTECTED**

Review Sheet for Topic Test 11: Transformation and change, 1914–1918

| Question | Knowledge assessed/developed | Key concept / exam skill | Mark |
|--------------|--|---|-----------|
| 1 | State intervention during WWII | Change and continuity, causation, significance | /1 |
| 2 | Prime Minister to 1940 | Change | /1 |
| 3 | Churchill became PM | Causation and change, key individual | /1 |
| 4 | Key figures in the coalition and their roles | Key individuals, change, cause, significance | /1 |
| 5 | Churchill as a wartime PM | Cause and consequence, key individual, significance | /1 |
| 6 | 1945 election | Cause and consequence, change, significance | /1 |
| Total | | | /4 |

Review Sheet for Topic Test 12: Transformation and change, 1919–1964

| Question | Knowledge assessed/developed | Key concept / exam skill | Mark |
|--------------|--|--|-----------|
| 1 | Welfare State | Cause, consequence | /1 |
| 2 | Welfare State | Continuity | /1 |
| 3 | Welfare State | Historical terminology | /1 |
| 4 | Opposition to NHS | Cause and consequence, change | /1 |
| 5 | NHS | Cause and consequence | /1 |
| 6 | NHS | Cause and consequence, significance, change and continuity | /1 |
| 7 | Welfare State | Cause and consequence, significance, change | /1 |
| 8 | Welfare State and economy under Attlee | Change, cause and consequence, significance | /1 |
| 9 | Austerity years | Cause and consequence, change, significance | /1 |
| 10 | Election 1951 | Cause and consequence | /1 |
| Total | | | /4 |

**COPYRIGHT
PROTECTED**

Review Sheet for Test 13: Transformation and change, 1939–1964

| Question | Knowledge assessed/developed | Key concept / exam skill | Mark |
|--------------|--|--|-----------|
| 1 | Scandals and crises under Eden and Macmillan | Cause and consequence, change, significance | /1 |
| 2 | Economic policy of Eden and Macmillan | Change and continuity, cause and consequence | /1 |
| 3 | Domination Conservatives during the 1950s | Cause and consequence | /1 |
| 4 | Northern Ireland civil rights for Catholics campaign | Cause and consequence, change and continuity | /1 |
| 5 | Americanisation of youth culture | Terminology, change, cause and consequence | /1 |
| 6 | Labour Party 1950s | Change | /1 |
| 7 | Brighton riots | Cause and consequence, change, significance | /1 |
| 8 | Notting Hill riots | Cause and consequence, change | /1 |
| 9 | Commonwealth Immigration Act | Impact | /1 |
| 10 | Decolonisation | Consequence | /1 |
| 11 | Election 1964 | Cause and consequence, similarity and difference | /1 |
| Total | | | /5 |

INSPECTION COPY

**COPYRIGHT
PROTECTED**



Test 2: Reform and challenge, c1851–c1886

1. Indicative content

- Indolent poor: People who were poor because they were too lazy to work.
- Feckless poor: People who were poor because of their lack of responsibility.
- Laissez-faire: No state intervention in the lives of the individual.
- Self-help: This was the idea that the individual should look after their own interests, e.g. by saving.
- Workhouse: This was an institution where the poor, who could not look after themselves, were housed. Conditions were harsh and worked on the principle of less eligibility – they were to be more unpleasant than the conditions of the poor they were supposed to be helping. This, it was believed, would encourage the lazy to get jobs.

2.

| Name of Act | Name of PM who passed the legislation | Key terms of the Act | |
|------------------------------------|---------------------------------------|--|---|
| 1870 – Education Act | Gladstone | All children would have access to a school. Where one did not exist, a Board School would be established. The state was setting the precedent of playing a role in the provision of education. | Education was now a state responsibility. Non-denominational Board Schools – Anglicanism was no longer dominant and this upset religious equality. |
| 1872 – Licensing Act | Gladstone | To try to address the drinking problem among the lower classes, this Act reduced the opening hours of pubs. Act meant pubs had to be licensed and this meant their number could be controlled. | It was a vote loser. People resented it. Landlords paid more so felt they were being treated unfairly. Temperance groups supported it, restricting alcohol. |
| 1874 – Factory Act | Disraeli | The Act protected children – those under 10 could not work at all, and those under 14 only on a part-time basis. It introduced a 10-hour day for female and child factory workers. | It did not cover all workers. Opposed by those who favoured laissez-faire. |
| 1875 – Public Health Act | Disraeli | Inspectors were to ensure it was enforced. It insisted on the appointment of Medical Officers to whom infectious diseases would be reported. Health of the nation improved. There were minimum standards set up for drainage, refuse and sewage removal. | It was seen by some as a failure. |
| 1875 – Sale of Food and Drugs Act | Disraeli | It was designed to protect the people from adulterated food. | No inspectors to enforce it. In effect it was a failure. |
| 1875 – Artisans' Dwellings Act | Disraeli | Loans could be accessed to remove slums and improve housing, e.g. done in Birmingham. | Not accessed by many. |
| 1876 – Education Act | Disraeli | The introduction of a school certificate was designed to improve attendance. | Education was seen as a failure. Children attendance was low. |
| 1876 – Merchant Shipping Act | Disraeli | Had to be safety conditions on a ship. The Plimsoll line was used to stop ships being overloaded and sinking. | Once the ship sank, whether the Act was enforced. It came from Plimsoll. |
| 1876 – Rivers Pollution Act | Disraeli | Designed to control river pollution. | Permissive. Never fully enforced. Seen as too much interference. |
| 1878 – Factories and Workshops Act | Disraeli | Breach of contract was a civil offence for both parties. | Some criticised it as too much interference in the economy. |

INSPECTION COPY

**COPYRIGHT
PROTECTED**



3. Countries that wanted to buy modern technological devices or the means to make their own had to become the biggest trading nation in the world. British manufactured goods were sold across the world.
4. There are 3 marks available for each organisation: **1 mark** for accurately stating its members, **1 mark** for providing a limitation.

Indicative content:

New Model Unions

- These were trade unions for skilled workers who had served apprenticeships.
- The subscription was relatively high due to the nature of its members.
- The members received benefits in return for their contributions, e.g. funeral payment, sickness benefit.
- They did not want to strike.

Friendly Society

This was a type of insurance company, normally accessed by the better-paid skilled artisan. He paid a regular subscription and received benefits when needed, e.g. sick pay.

New Unions

These were for manual workers and were more militant than the other unions. They had low subscription rates, low membership and were more willing to strike. Their main concerns were hours and pay.

5. **1 mark** each for any **three** of the following.
 - Disraeli did not come from the typical background of a Conservative – he was not a member of the party and did not attend public school.
 - He dressed flamboyantly and acted as if nothing was serious.
 - Many in the party felt he had gone too far in political and social reform for the working classes.
 - He was born a Jew.
6. Disraeli was the most talented member of the party and many realised he was right to modernise it. He had 'dished the Whigs' in 1867 and many liked this.
7. Indicative content – **more than 5 marks** should only be awarded if there is explanation from both sides. Students should discuss at least four points in total.

| Britain was experiencing a depression by 1880 | Britain was not experiencing a depression by 1880 |
|---|--|
| Britain's industrial domination was being challenged by USA and Germany – for example, they overtook Britain in iron and steel production. | Britain was still the biggest industrial power. |
| Germany and USA had bigger populations and more natural resources so once they industrialised, they were bound to exceed British production. | Britain's empire provided materials and markets. |
| Britain's rate of economic growth was slowing. | There was still economic growth. |
| Britain's proportion of the world trading market was diminishing. | Britain's service industries, e.g. shipping, were growing. |
| UK agriculture was being challenged and had to cut prices. This challenge was because of: cheap imported foreign grain; refrigerated meats from New Zealand; USA had opened up the prairies and was flooding the UK with grain. | Britain was the largest shipbuilder. |
| Britain had become complacent and had not modernised enough and was beginning to fall behind in manufacturing. | There was not long-term depression, no hunger marches. |
| The word 'unemployment' entered the English language. | |

**COPYRIGHT
PROTECTED**



Preview of Answers Ends Here

This is a limited inspection copy. Sample of answers ends here to stop students looking up answers to their assessments. See contents page for details of the rest of the resource.