



A-level HISTORY 7042/1F

Component 1F Industrialisation and the people: Britain, c1783-1885

Mark scheme

June 2020

Version: 1.0 Final



2 0 6 A 7 0 4 2 / 1 F / 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, i.e. if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Section A

- 0 1** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to the impact of the Industrial Revolution on working people in the years 1812 to 1832.

[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 Industrial Revolution was a mixed blessing but did help Britain to recover in this period
- the Industrial Revolution did create issues with economic depression and demographic problems
- population growth was the main problem in the period and the wealth and skills produced by the Industrial Revolution enabled Britain to cope with this without a social catastrophe
- arguably, industrialisation prevented a social catastrophe, as shown by the lack of progress among those furthest from factory machinery, like farm labourers and those in sweated trades.

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

- students could confirm the presence of post-war depression and urban growth – the overpopulation however, is a more subjective term – overpopulated only in the sense that the means of production with its unequal distribution was inadequate to support the population
- the rise of industrialisation can be confirmed in the period with rising numbers of power weaving mills for example
- in the long run, Gash is right about the positive impact of industrialisation but in the period 1812–32 these fruits had not yet really occurred. Moreover, population issues were partly the product of working opportunities provided by industrialisation
- the plight of agricultural labourers and the handloom weavers are well known and the resultant Luddism and Swing Riots. But Gash overlooks that these were surely caused by the Industrial Revolution
- Gash does point out the exploitation of the work of women who were paid less than men, even in factories, and were exploited in the domestic trades.

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

- the Industrial Revolution caused bad conditions and agitation, but this was largely peaceful due to the inherent decency which political movements created among campaigners
- unemployment levels governed the nature of working people's economic or political campaigns
- the Industrial Revolution was – of necessity – exploitative and led to misery and hardship
- however, it did not lead to political revolution because the working-class organisations led people to become more decent and did prompt reforms. It was not fear due to immiseration but respect for the mature reaction of workers which led to change.

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

- Hunt is really supporting the 'pendulum theory' of political and economic agitation. Students should be able to demonstrate that in 1817 and 1819 peaks of agitation coincided with high unemployment, but more peaceful times accompanied greater prosperity
- Hunt blames the harm that industrialisation had on the stage of economic development and the need for capital formation. However, the rising prosperity of the middle classes does suggest that

they were using the situation to their advantage in the absence of effective political and industrial organisation by the workers

- despite these harsh conditions produced by industrialisation, it is justifiable that workers were surprisingly lacking in militancy and that Francis Place has some justification for his comment – Peterloo, for example, was not a militant action (although the response was) and this did persuade the government to support the repeal of the Combination Acts in 1824
- however, the forces of industrialisation rather than the redeeming impact of the reform movement may have been more behind the government reforms after 1822 leading to the Reform Act; it was after all problems in urban areas which prompted the Metropolitan Police Act and the Reform Act itself.

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

- the Industrial Revolution contributed in part to the emergence of a working class because although statistics might seem to show conditions improved, the quality of life worsened
- the working class developed both out of pre-industrial conditions and the impact of the industrial revolution
- the Industrial Revolution may not have had a harmful impact quantitatively on real wages
- the growing harshness of conditions meant that standards of living in their broadest sense fell due to the Industrial Revolution.

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

- Thompson's stress on the vestigial elements of pre-industrial culture and freeborn Englishmen can be questioned by the dominance of merchants in the domestic system and landowners and parsons in pre-industrial villages
- Thompson's acceptance of the optimist case in terms of real wages or life expectancy can be questioned as being too much of a concession – it certainly did not apply to handloom weavers, women or agricultural workers
- the need to balance both quantitative and qualitative measures is an appropriate one to take as a measure of living standards and the immiseration of the masses can be well illustrated by reference to the living and working conditions in towns
- however, the implication of pre-industrial freedom is questionable with the controls of the magistrate and the parson and the high number of crimes carrying the death penalty
- the 'harsh conditions' also known as the 'immiseration' argument can also be challenged – in terms of exploitation at work, workers were allowed to form trade unions for example; women prisoners were better protected; nonconformists and Catholics were accorded more civil rights; there was some protection for children in cotton factories.

Section B

0 2 'The French Wars damaged Britain politically and economically in the years 1793 to 1815.'

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 French Wars damaged Britain politically and economically in the years 1793 to 1815 might include:

- politically, while the wars may have contributed to rising popular discontent it certainly led to repression through fear of contagion from France and a loss of civil liberties in Pitt's Terror and the suppression of Luddism later in the period
- it led to the disintegration of the Whig Party and the decline of reform; after 1793 there was no bill placed before the house for electoral reform in Britain
- economically, real wages at least stagnated during the war with high prices; grain prices rose from £2.70 a quarter in 1792 to £4.70 in 1812. Britain's debts increased from £456 million in 1801 to £876 million in 1815 and income tax had to be introduced. There was a loss of manpower to the armed forces
- trade suffered, particularly after Napoleon's economic warfare against the UK with the Berlin and Milan Decrees
- governments showed very little interest in the economic and social condition of the masses as its focus was the war; there was little in the way of social reform with the 1802 Morals of Apprentices Act being atypical of the legislative activity of the period.

Arguments challenging the view that the French Wars damaged Britain politically and economically in the years 1793 to 1815 might include:

- politically it brought unity among the bulk of the political classes in the face of an external enemy; most Whigs joined the Tories in rejecting the excesses of the French Revolution. Much of the public came to support this – by 1804 there were 380 000 members of the volunteer movement
- the French Wars brought lucrative government contracts to textile manufacturers for uniforms and to munitions factories. This also increased demand for iron and coal
- economically, agriculture prospered with increased demand for food and there was an increase in enclosure facilitated by the 1801 General Enclosure Act
- trade in some ways prospered with the conquest of French territories in the Caribbean which allowed new sources of raw materials to be opened up; also the 'Continental system' of the Berlin and Milan Decrees was largely ineffective. Britain controlled the seas
- due to the fear of Ireland becoming a springboard for French invasion, an Act of Union was passed in 1800 which integrated Ireland into the United Kingdom.

It is clear that the wars brought both clear advantages and disadvantages – the costs of war did lead to rising taxation and an increased national debt but much of this money was spent on industrial development. Good students should recognise that much depended on who in Britain is being discussed and what is considered harmful. For example, the war benefited farmers but not consumers; the chance to integrate Ireland into the United Kingdom was partially scuppered by the lack of Catholic emancipation and moreover, many people would not see Ireland's integration into a United Kingdom as a good thing. Equally, the political cohesiveness of the elite may have helped to prevent a French Revolution in England but also held up the progress of social and political reform. Whatever stance is taken, students need to debate the 'fors' and 'againsts' consistently.

0 3 'The 'mid-Victorian boom' of the 1850s and 1860s was caused by rising demand for goods.'

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**
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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 the ‘mid-Victorian boom’ of the 1850s and 1860s was caused by rising demand for goods might include:

- demand for goods from transport developments like railways and steamships. Railway mileage at least doubled during this period from roughly 6 000 to 13 000 miles
- the increasing population meant that there was a growing domestic market for basic consumer goods. The population rose by a third from 1851 to 1871
- increasing middle-class wealth meant that there was growing demand for high value items like umbrellas. The increasing numbers of domestic servants (29.3% between 1851 and 1871) is only one of many ways of reflecting this growing trend
- improved sea transport and international economic development offered growing opportunities for British goods to meet international demand, most notably in South America. Britain was largely responsible for building the railways of this continent
- the Golden age of British Agriculture depended on industrial developments, such as drainage machines, artificial fertilisers and, to a lesser extent, steam ploughs.

Arguments challenging the view that the ‘mid-Victorian boom’ of the 1850s and 1860s was caused by rising demand for goods might include:

- new technology also assisted. There are numerous inventions such as the Bessemer Converter of 1856 which transformed steel production
- better infrastructure enabled the rise of industries. Railways opened up all sorts of markets both for perishables (eg ‘milk trains’) and heavy goods like coal or iron ore
- government economic policies – moving towards free trade and lower taxes – clearly enabled industries to develop without heavy taxation
- government inactivity on social policies meant that there was little increased regulation of the workplace. This allowed production costs to remain low as employers avoided expensive safety measures and working practices
- relative political stability. Despite the succession of weak governments, the period has gained the name ‘equipoise’ because of the stability of the UK; this is in marked contrast to the turmoil in Britain’s main rivals, Germany (with the unification wars) and the USA (Civil War).

Some students may rely on the simple statement that demand has to be present or else no goods are sold! Better students may point out that once the mid-Victorian boom started, it gave greater spending power to all classes and so the demand was self-sustaining due to the greater use of new technology, exploitation of new infrastructure and so on. Others may say that government actions – or in this case the lack of them – were the key in providing a capitalist paradise with little regulation and tax demands. Another fruitful line of approach is to contrast the successful period when our main rivals – USA and Germany – were not united, and the depression after 1873 once they were able to exploit their larger populations and resources. A case for or against the proposition is acceptable but there needs to be some serious weighing up, thinking about the alternative view.

0 4 To what extent was Gladstone responsible for the development of the Liberal Party from 1859 to 1885?

[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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- 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 Gladstone was responsible for the development of the Liberal Party from 1859 to 1885 might include:

- while Palmerston may have been the first leader of the movement, it was only after his death in 1865 that the Liberal Party became firmly established – and that was when Gladstone was the driving force of the party, if not yet leader, until Lord John Russell's death. Gladstone represented a clear break from the aristocratic Whig tradition which broadened the party's appeal
- Gladstone was able to provide the cement for the disparate parts of the movement. He was a landowner in his own right but with a middle-class background and a Peelite who accepted radical ideas as he actively pursued the economic policies of free trade and low taxation from 1859 which they could all follow
- Gladstone showed energetic leadership after the death of Russell. He worked prodigiously hard and combined the roles of Chancellor and Prime Minister to help the Liberal government work and thus develop successfully
- Gladstone was flexible and able to move his party away from Whiggism towards more progressive policies which gained them electoral support, such as the acceptance of the need for political reform (1872 Secret Ballot Act and 1884 Third Reform and Redistribution Acts)
- he ensured the support of nonconformists for Liberalism, despite being an Anglican, as he promoted the moral reform of the poor through encouraging savings banks (thrift), introducing licensing laws (to support temperance) and introducing meritocracy in government.

Arguments challenging the view that Gladstone was responsible for the development of the Liberal Party from 1859 to 1885 might include:

- Palmerston was the original person to bring this disparate group of Peelites, Whigs, Liberals and Radicals together and form the first Liberal administration from 1859 to 1865
- the rise of the middle classes and their increasing financial resources meant that wealthy manufacturers, like Colman in Norwich, could provide resources and support for the party. This was the key reason for the Liberals' success
- other politicians within his party could be seen as more significant; Joseph Chamberlain galvanised support for the party by his support for education reform and municipal socialism. Chamberlain's party organisation in Birmingham was the basis of the National Liberal Federation in 1877 which gave the party greater coherence with an annual conference
- Liberalism was on the rise as an ideology with thinkers in the Liberal Party, such as John Bright or John Stuart Mill. Gladstone was simply part of this movement
- far from helping his party, Gladstone alienated support for his party. His 1866 Reform Bill failed and allowed the Conservatives to 'dish the Liberals'. His attack on drunkenness lost him the support of the brewers and working-class drinkers. Towards the end of the period, Gladstone's policy towards Ireland was increasingly dividing his party.

Students will need to recognise that Gladstone did play a role in the development of the Liberal Party but whether this extends to responsibility is questionable. Certainly, Gladstone's role extended directly over the whole period whereas Palmerston was dead by 1865. However, others may point to the fact that but for Palmerston, the coalition of very disparate groups to form the Liberal Party would not have occurred. Equally, while Gladstone gave the Liberal Party a powerful impetus towards a moralistic free trade approach, so too did the middle-class thinkers and merchants who pushed this thinking and without whom the party would not have gained sufficient support. Good students will probably conclude that

Gladstone played an important role but so too did other factors without which the party might not have developed.