

A-level
HISTORY
7042/1F

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

Mark scheme

June 2022

Version: 1.0 Final



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

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

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, ie if the response is predominantly Level 3 with a small amount of Level 4 material it would be placed in Level 3 but be awarded a mark near the top of the level because of the Level 4 content.

Step 2 Determine a mark

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

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

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

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

Section A

- 0 1** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to the attitude of the Tories to reform 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 Tories opposed reform, and since they were the most powerful political group in the years from 1812 to 1827, they could withstand all demands for reform
- the source of political strength during ‘years of challenge’ came from the support of the monarchy and the armed forces
- Lord Liverpool’s resignation in 1827 and over-confidence meant that the Tories became weakened and could not continue to resist reform
- the Tories splintering as a party paved the way for reform by 1832.

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

- in the years 1812 to 1830, the Tories were continuously in power and the Whigs were unable to pose a significant electoral threat, even in the 1818 election when they gained some seats. In the 1820 and 1826 elections, the Tories achieved a significant parliamentary majority
- the support from monarch and armed forces could be demonstrated by the passing of repressive legislation, like the Six Acts, with royal support, and the military repression of popular protests like the Pentridge Uprising. George IV supported the traditional Tory anti-Catholic and anti-parliamentary reform policies, and opposed the Whigs, who he suspected of pro-Catholic sentiment
- following Liverpool’s period in office, the subsequent three years were marked by divided Tory governments until 1830 under Canning, Goderich and Wellington. Even after the Whig government was formed in 1830, the Tories were unable to unite in their opposition to the issue of parliamentary reform
- the extract blames over-confidence for the splintering of the Tory power and ability to resist reform, but it could be argued that divisions over the repeal of the Test and Corporations Act and Catholic Emancipation were more significant
- the view that the Tories continued to oppose reform but were too splintered to prevent it following Liverpool’s resignation could be challenged by considering examples of Tory reforms before 1827, such as judicial reforms, as well as the willingness of some Tories to accept limited parliamentary reform in 1832.

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

- until c1818/19, the Tory government were prepared to tolerate suffering because it was the inevitable result of a long war. After c1818/19 they began to be aware of the problems, but struggled to understand their complexity, such as the challenges caused by industrialisation
- the Tories did not solve the problems of hardship and misery because Parliament had insufficient understanding of the extent of the problems that people were facing
- the reason that the Tories were able to adapt to reform was down to the Tory leadership
- Peel and some Tories had become open to a moderate measure of parliamentary reform from 1830 onwards.

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

- the Tory government opposed the complaints of the Luddites and passed the Corn Laws (1815) to protect the landed interests, rather than seeing the wider issues of high food prices as a problem to be addressed
- whilst it could be argued that the limited financial help for workers and inconsistent enforcement of the Six Acts could indicate sympathy, it is easier to see the government response to the protests in the years 1816–1819 as reactionary. For example, after Peterloo, the government supported the Manchester magistrates and yeomanry
- the scale of radical protests, in the years 1816–1819, combined with the publication of newspapers and journals by radical groups, could challenge the argument that Parliament had a limited information of the extent of the problems
- in the 1820s, some of the policies passed by Liverpool's government could be interpreted as reforms, such as Peel's amendments to the penal system. However, they could also be argued as a consolidation intended to maintain the status quo, for example in the 1825 amendment to the 1824 repeal of the Combination Acts
- in the years 1828–32, the Tories did pass some reforms such as the Catholic Emancipation Act and came to accept the 1832 Reform Act. However, whilst the Tory leadership could be partly credited with this, it could be argued that the work of O'Connell, economic pressures and radical protests like the 1832 Reform Crisis were more significant than Tory leadership.

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

- the Tories were open to economic reform but not parliamentary or social reform
- the main motive for economic reform was initially political and economic necessity as well as the interests of the landed elite and industrialists, but in the 1820s, Liverpool realised the importance of the economic interests of the working classes
- Tory economic reforms caused a trade revival, and this alleviated some social problems faced by the working classes in the 1820s
- it was Peel's decision not to serve in a government that would consider parliamentary reform that meant that the Tories lost their chance to influence reform in 1832.

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

- a significant theme of Tory policy was economic legislation, including the Corn Laws, direct taxes on goods, reductions on tariffs and the relaxation of the Navigation Acts. Although other laws were passed, such as the Six Acts and Peel's penal reforms, these could be interpreted as either responses to events or a rationalisation of existing laws, whereas economic policy was a theme of Toryism
- the economic policy of free trade protected industrialists, whilst the Corn Laws protected the landed interests. However, an amendment to the Corn Laws was passed in 1822 and later in 1828 with the aim of preventing food prices for the masses rising too high
- the government *laissez-faire* policies and reduction of tariffs encouraged trade and increased urban employment, which led to a decrease in unemployment and also popular unrest. However, the idea that this was intended to help the working classes could be challenged by considering that there was no attempt to make an equivalent improvement to resolve unemployment in rural areas
- the idea that the Tories continued to oppose parliamentary reform can be challenged by considering the divisions within the Party where some Tories from 1830 realised the necessity of moderate parliamentary reform
- whilst Peel's decision not to support Wellington's proposed cabinet did weaken the Tories' last chance to influence parliamentary reform in 1832, the significance of this could be challenged by considering the factors that had already weakened Tory ability to oppose or influence reform, such as the run on

the banks in opposition to Wellington, the 1830 election, and the role of the Birmingham Political Union and popular discontent.

Section B

0 2 'In the years 1783 to 1812, British governments successfully overcame the political challenges they faced.'

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 in the years 1783 to 1812, British governments successfully overcame the political challenges they faced might include:

- the British government effectively handled the majority opposition that it faced in 1783, using effective speeches from Pitt and the decision to hold an election in 1784. Having achieved a majority, Pitt was effective in handling parliamentary opposition by creating a strong cabinet government and dividing his Whig opposition
- governmental actions against the radical agitation and Irish nationalism that Pitt's government faced in the 1790s were effective in repressing the political pressures for radical parliamentary reform. For example, the Treason Trial (1794) and suspension of habeas corpus weakened the radical challenge, whilst the Catholic Relief Act (1793) and the Act of Union (1800) reduced tensions in Ireland in the short term
- the Ministry of All the Talents (1806/7) was successful in managing the political challenge of the Abolitionist movement by overcoming parliamentary opposition to pass legislation that banned the sale of slaves to non-British colonies and later abolished the trade of slaves between British colonies
- British prime ministers, in the years 1803 to 1812, managed to maintain the British war effort against France despite increasing opposition defeatism, including maintaining reasonably successful war finance; Spencer Perceval, despite leading a weak ministry (1809–1812) and the challenge of the King's poor health, was able to gain support from the Prince Regent and establish an administration which would contribute to the eventual defeat of France.

Arguments challenging the view that in the years 1783 to 1812, British governments successfully overcame the political challenges they faced might include:

- the government under Pitt was unable to overcome opposition to parliamentary reform in the 1780s, leading to the failure of the 1785 bill to redistribute seats, and due to the strength of political opposition on this area, Pitt stopped trying to pass moderate parliamentary reform
- British governments struggled when they did not have royal support. When Pitt did not have George III's support, for example during the 1789 Regency Crisis and the attempts to pass the Catholic emancipation bill in 1801, his ability to overcome political opposition was weakened and he resigned. The Ministry of All the Talents also failed due to George III's opposition to Catholic emancipation
- British governments from 1801 struggled to overcome the challenge of opposition to their war policies. Addington resigned in 1804, in part due to criticisms over his handling of the war. Grenville and Portland also led short-lived governments which struggled to overcome political opposition to their war policies, and Perceval's ministry faced an inquiry into the Walcheren Expedition
- the British government's repression of radical agitators in Britain and the Irish nationalists meant that these disturbances were temporarily repressed by 1800 but without resolving the problems; radical opposition and social discontent returned to pose greater challenges by the years c1810 to 1812, including as an influence in industrial protests and the Luddite protests.

Students should address the validity of the claim that British governments successfully overcame the political challenges they faced in the years 1783 to 1812. Students may choose to argue that British governments overcame political challenges successfully, focusing on examples like the repression of radical agitation or how successive British governments maintained the war effort against France. Alternatively, students may challenge the argument by focusing on the failures of British governments, such as Pitt's inability to achieve parliamentary reform, as well as the problems faced by each of the relatively short-lived ministries in the years 1801 to 1812, which faced criticisms over their handling of

the war. It is also possible to make the argument that whilst British governments repressed political agitation and unrest in Britain and Ireland, this challenge was not 'successfully overcome' since it did not resolve the core issues, which resurfaced over the next 20 years in other forms of political opposition and social unrest.

0 3 To what extent did the lives of working people improve in the years 1832 to 1851?

[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 lives of working people improved in the years 1832 to 1851 might include:

- the continued industrialisation of Britain created new jobs in urban areas, so that a larger proportion of the population had regular paid employment. It also contributed to the growth in the number of skilled urban workers with trade skills like engineering who received better wages, and reduced living costs for workers
- there were improvements in public health and living conditions, mainly in urban areas. The awareness of the link between poverty and illness, for example by Chadwick's investigations in the 1840s, was discovered, which led to a greater awareness of the importance of public health and sanitation and the 1848 Public Health Act. Following reports of poor housing in 1842, local towns like Liverpool and Manchester passed by-laws to control slum housing
- there were improvements in working conditions due to workplace legislation, like the 1833 Factory Act, the 1847 Ten Hours Act, and the 1850 Factory Act. These benefited select groups of workers, particularly those in factories and large workshops, although the impact of inspections was limited and inconsistent
- the 'self-help' movement led to many poor families improving their living standards and gaining greater financial security. The Rochdale Pioneers and Cooperative Movement from 1844 was successful in assisting working-class communities to be able to buy affordable goods, and by 1846, 1.5 million members had greater security through membership of Friendly Societies
- education for children of working people improved, partly due to the 1833 government grant for education, which marked the start of official government involvement in national education, and which was followed by the introduction of salaried inspectors to oversee funding and the 1839 extension of the grant.

Arguments challenging the view that the lives of working people improved in the years 1832 to 1851 might include:

- in rural areas the processes of mechanisation and enclosure increased unemployment rates. Evidence of rising real wage values hides groups whose wages did not keep up, for example rural workers and tradesmen in traditional industries like handloom weaving. It also does not take account of other factors like the increasing size of families in the period
- the experience of families in poverty became worse. Following the 1834 Poor Law Amendment Act, life became worse for paupers in areas where the workhouse regulations were strictly implemented as they could not access outdoor relief and the workhouse conditions were harsh
- the legislation passed in the areas of public health, working conditions and housing had little enforcement and was often permissive rather than mandatory. For example, the 1848 Public Health Act allowed local authorities to employ an officer of health and improve sanitation, but it did not empower the Board of Health to make its recommendations compulsory
- protest organisations, which could have played a role in improving the lives of the working poor, were largely ineffective. The Chartist movement, with its political goals which would have made further social change possible for the working classes, and the Anti-Poor Law League, which aimed to repeal the conditions imposed by the Poor Law, both failed to achieve their aims
- efforts to form trade unions and demand better wages and working conditions to improve the lives of working people had limited success by 1851. Efforts in the 1830s and 1840s to create workers' unions, for example Robert Owen's formation of the GNCTU, failed to produce strong organisations due to opposition from magistrates and employers, as exemplified by the trial of the Tolpuddle Martyrs.

Students should address the extent to which the lives of working people in Britain improved during the years 1832 to 1851. Students may choose to argue that there were improvements in the lives of working people, perhaps by focusing on the introduction of legislation which improved living and working conditions, or the introduction of public health legislation. They could also argue that the 'self-help' ideal contributed to a more secure situation for many workers, which reduced the risk of poverty due to being injured or becoming unemployed. In contrast, students could argue that the extent of change was limited by identifying groups who did not experience significant improvements, particularly paupers and rural workers, and by arguing that legislation that benefited working people was rarely enforced. Students could make the argument that the quality of life varied between urban and rural, as well as skilled and unskilled, workers.

0 4 'The main cause of economic growth, in the years 1840 to 1873, was the expansion of the railway network.'

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**
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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, the main cause of economic growth, in the years 1840 to 1873, was the expansion of the railway network might include:

- railway mania in the 1840s engaged the attention of large numbers of investors and encouraged spending in railway expansion, and this entrepreneurial spirit encouraged investing in British industry and businesses
- the expansion of the railways connected industrial centres with their markets, as well as making the transport of raw materials and goods possible over longer distances and more quickly than canals
- the construction of train connections and grand train stations in British cities, as well as the London Underground, encouraged the development of industrial towns
- the materials used in the construction of the railway network stimulated other markets, such as iron and steel production, engineering, coal mining and created a large workforce related to trains which boosted the economy
- the expansion of the railway network created an early tourism industry, since the working and middle classes could afford to visit new tourist centres, like Blackpool which by the 1870s had become a tourist spot, and holiday tour companies. This led to new urban development.

Arguments challenging the view that the main cause of economic growth, in the years 1840 to 1873, was the expansion of the railway network might include:

- the significance of Peel's business and banking reforms in the 1840s, which gave greater regulation to the management of businesses and banking and generated greater interest in investment
- the impact of free trade policies, including the reduction of tariffs, from the 1840s, which encouraged greater international trade with Britain
- the development of agriculture techniques and equipment, such as new artificial fertilisers, reaping machines and 'High Farming' methods, created a golden age for agricultural production which produced plentiful food for the urban workforce
- new technology and techniques for iron and steel production, like the steam hammer and the Bessemer process, as well as an increased supply of cheap coal, allowed faster and cheaper manufacturing of rails, ships and structures
- developments in shipping, especially the use of steam shipping and the opening of the Suez Canal (1869), opened greater world trade and gave British factories a potential worldwide market.

Students should address the extent to which economic growth in the period 1840 to 1873 was the result of the expansion of the railway network. Students could argue for a broad range of impacts of the railway network on the economy, from the direct stimulation of related industries and the creation of a new workforce to the indirect consequences such as urban development and tourism. In contrast, students could consider other factors which contributed to economic growth, which include the development of shipping as an alternative transport and new industrial and agricultural techniques. Students may develop an argument by making links between inter-connected factors, such as the railway developments which were dependent on, but also stimulated, improvements in the iron, steel and coal industries.