



AS HISTORY 7041/1F

Industrialisation and the people: Britain, c1783–1885

Component 1F The impact of industrialisation: Britain, c1783–1832

Mark scheme

June 2024

Version: 1.0 Final



2 4 6 A 7 0 4 1 / 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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

Further copies of this mark scheme are available from [aqa.org.uk](https://www.aqa.org.uk)

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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** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of the reasons for working-class protests in Britain in the years 1812 to 1832?

[25 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:** Answers will display a good understanding of the interpretations given in the extracts. They will evaluate the extracts thoroughly in order to provide a well-substantiated judgement on which offers the more convincing interpretation. The response demonstrates a very good understanding of context. **21–25**
- L4:** Answers will display a good understanding of the interpretations given in the extracts. There will be sufficient comment to provide a supported conclusion as to which offers the more convincing interpretation. However, not all comments will be well-substantiated, and judgements may be limited. The response demonstrates a good understanding of context. **16–20**
- L3:** The answer will show a reasonable understanding of the interpretations given in the extracts. Comments as to which offers the more convincing interpretation will be partial and/or thinly supported. The response demonstrates an understanding of context. **11–15**
- L2:** The answer will show some partial understanding of the interpretations given in the extracts. There will be some undeveloped comment in relation to the question. The response demonstrates some understanding of context. **6–10**
- L1:** The answer will show a little understanding of the interpretations given in the extracts. There will be only unsupported, vague or generalist comment in relation to the question. The response demonstrates limited understanding of context. **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.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretations/arguments/views.

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

- working-class protests were motivated by intellectual ideas and political issues
- the new political ideas that motivated working-class protests came from the growth of the freedom of the press and trade union strength, as well as Robert Owen's theories
- the working class were more politically involved, and they saw society in terms of a political struggle between the poor and the rich, and particularly against the unreformed House of Commons.

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

- the main demands of working-class protests through the period, such as the marches of 1816 to 1819 and the protests leading to the 1832 Reform Act, were primarily political and focused on parliamentary reform. There was widespread working-class support for protests with political aims, such as in the years 1816 to 1819 and the later political organisations like the BPU
- trade unions did gain some support after the repeal of the Combination Acts, and Robert Owen's ideas of social change were widely shared in the period. However, without legal security, the unions made limited progress, and Owen's ideas were of more interest to middle-class industrialists than the working classes
- the fact that there was more working-class protest at times of depression and less direct protest in the more economically stable 1820s challenges the view that the protests were primarily politically motivated.

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

- the radical protests of the years 1812 to 1832 were the result of economic pressures caused by trade depression
- supporters of working-class protest were motivated by seeing the impact of poverty on their families, especially in the industrial North of England
- although the issue was economic, radicals, in the period 1828 to 1832, expressed their protest in a political form by attacking political corruption.

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

- the protests of 1816 to 1819 coincide with economic pressures in the trade depression, but also Liverpool's legislation such as the Corn Laws (1815) and the Game Laws (1816). Conditions in industrial towns were hard hit in this period, and so these locations and problems were at the centre of much of the political radicalism
- radicals through the period argued that legislation and political representation was a way to achieve the political influence. For many working-class men, attacking the aristocratic dominance within politics was a means to achieving economic improvement
- however, the expressed aims of the working-class radical movements through the period, as well as the organisations like in the years 1830–1832 which were run by the middle classes, did not express

intentions of economic reform. The extract overlooks the influence of the leadership from radicals, including the politically motivated middle-class element which were not affected by poverty or depression to the same degree as the working classes.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that Extract A has merit because there was a strong political message behind working-class protest. Also, it identifies the main issues of the 1820s as being political issues, such as the role of unions and the free press. However, it could be countered that the pattern of high points in radical behaviour, namely 1812, 1816 to 1819 and 1828 to 1832, correspond to economic downturns, which supports the view expressed in Extract B. Extract B could be judged as the more convincing interpretation in identifying the main motivating concern of working-class radicals as economic pressure. Students could qualify this by arguing that this overlooks the crucial role of radical leaders from the middle classes, who had a primarily political interest, in shaping the political outlook of working-class supporters, or by arguing that the balance of economic and political motivations changed over time.

Section B

- 0 2** 'In the years 1793 to 1815, British governments successfully managed the economic and financial challenges of the wars with France.'

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21–25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16–20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11–15**
- L2:** The answer will be 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 1793 to 1815, British governments successfully managed the economic and financial challenges of the wars with France might include:

- the government was able to sustain the economy long enough to fight a war against France which lasted for 22 years, despite needing to subsidise their Continental allies
- financial decisions and policies were taken which had a positive impact on the British economy. For example, the Bank of England suspended cash payments in 1797 in favour of paper currency, which prevented an economic crash, and the government introduced income tax in 1798 (increasing it in 1803 and 1806) which offset the high costs of war. The government was supported by many wealthy taxpayers who tended to see this as a patriotic duty
- Britain responded to the French 1806 Berlin Decrees with the 1807 Orders in Council which challenged the French wartime economy. It can be argued that this financial policy harmed the French economy more than France affected Britain and contributed to ending the war
- the outbreak of the war led to a growth for many war-related industries, as well as a reduction in unemployment.

Arguments challenging the view that in the years 1793 to 1815, British governments successfully managed the economic and financial challenges of the wars with France might include:

- there were price rises, especially in food, that led to an increase in unemployment. This particularly affected urban areas. Although initially the war led to a growth in markets for war-related industries, it soon led to foreign competition from the Americas and overproduction in Britain, which caused a trade slump and economic downturn in 1810 and 1811, which contributed to the Luddite protests (1811 to 1813)
- when compared to the pre-war years, Pitt's economic policies were less successful during the war and caused negative post-war consequences. For example, Pitt's decision to continue with the Sinking Fund meant that national debt was significantly larger by 1815. When Liverpool was pressured to end income tax, a main method of paying for national debt, by the middle classes, he was forced to introduce the unpopular Corn Laws in 1815
- the British Orders in Council caused financial hardship to British merchants and industrialists, especially when the USA closed its ports to British ships
- the argument that the dynamic economy was largely beyond direct government control, with government wartime contracts simply replacing regular demand, and limited government action to mitigate the financial impact of the war on labourers.

Answers should evaluate the degree to which the British government handled economic and financial challenges well during the war with France. One argument is to focus on the financial decisions taken by the British government, seeing their consequences in terms of allowing the economic stability necessary to fight an extensive war which occurred in several theatres and involved supporting armies from other nations. However, students may instead make a convincing argument that the governments' responses to the economic and financial challenges of war brought new problems of inflation, depression and increased hardship for some, which in turn led to social disruption.

0 3 'Tory reforms, in the years 1819 to 1830, were very limited in scope and impact.'

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21–25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16–20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11–15**
- L2:** The answer will be 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 Tory reforms, in the years 1819 to 1830, were very limited in scope and impact might include:

- many apparent reforms in the 1820s made little practical difference. Several were simply the removal of obsolete laws. For example, some of Peel's penal reforms simply standardised conditions, and limitations to the repeal of the Combination Acts (1824 and 1825) hindered the development of trade unions
- the scope of reform addressed by the Tories was limited. They opposed many popular demands for parliamentary reform, effective factory reform, abolition of the Corn Laws and abolition of slavery, and used legislation to maintain the status quo
- Liverpool's government acted directly to prevent reform in 1819, by responding to demands for reform by passing the repressive Six Acts
- reforms for Ireland, like the Catholic Emancipation Act, had a limited impact as Ireland remained a political and social cause of tension beyond 1830 as the demands of the Nationalists had not been met.

Arguments challenging the view that Tory reforms, in the years 1819 to 1830, were very limited in scope and impact might include:

- new reforms and unprecedented legislation were passed by Tory governments in the period, such as Peel's revision of the penal code, which reduced the number of capital offences and improved prison conditions for many inmates, or the Metropolitan Police Act 1829 which established a model for professional, peaceful law enforcement in place of the army for dealing with protests
- Liverpool's government in the 1820s introduced several economic reforms, for example reducing tariffs on manufactured goods, cancelling window duty on small houses and amending the tariffs under the Corn Laws. These actions extended free trade and reduced costs for consumers
- Wellington's Tory government extended the political involvement of Catholics and Protestant Nonconformists by repealing the Test and Corporations Acts in 1828 and passing the Catholic Emancipation Act 1829
- Liverpool's Tory government in the 1820s has been interpreted as 'liberal Toryism' by some historians, in comparison to the more conservative nature of earlier reactionary Toryism; this viewpoint supports the interpretation that the Tory reforms of 1819 to 1830 were comparatively wider in scope than earlier Tory reforms.

Students may create an argument to support either side of the debate but they should evaluate the concept of whether or not the Tory reforms can be judged as very limited in scope and impact. Students could argue in favour of the statement by showing that Tory 'reform' in these years was used to maintain the social status quo, rather than to achieve great social or political change. Students may focus on the opposition shown by Tory governments to popular demands for reform, or the limited change caused by the reforms. Alternatively, students may argue that the scope and impact of the reforms cannot be described as 'very limited' by focusing on the idea of 'liberal' Tories and identifying some of the different areas in which reforms were passed, such as the economy, the rights of non-Anglicans and penal reform. It is possible that students might argue that there was more scope, but less impact, by arguing that the range of Tory reforms, whilst covering several different areas, had a limited impact on society or the economy.