



AS HISTORY 7041/1F

Industrialisation and the people: Britain, c1783–1885

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

Mark scheme

June 2025

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.

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, 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	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 the Great Reform Act?
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[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:

- the Reform Act was the product of social and economic change since 1800
- the campaign for the Reform Act allowed the middle class and working class to attack the rich
- the timing of the Act was due to political crises which followed the stability of Lord Liverpool.

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

- certainly, there was a great deal of social and economic change since 1800 and the eventual Act did reflect this with the enfranchisement of the middle class and new urban constituencies
- middle-class and working people did attack the privileges of the landed elite through the agitation
- however, the break-up of the Tory government is one element required for the passage of the Act, the rise of Liberal opinion and the Whigs are also important factors in enabling the passing of the Act.

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

- the Reform Act was the result of the ruling elite losing the confidence in the repression they had used since 1790 to resist change
- repression had worked in the 1790s and between 1815 and 1820
- the Whigs exploited fear of revolution to obtain the Act from frightened Tories and the King.

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

- it was certainly true that repression had been used previously and effectively through Pitt's Terror and the repression of Sidmouth and Liverpool
- fear may have played a role in persuading the elite to support reform but so too could be a genuine realisation among growing numbers of the electorate and the elite that there had to be change
- the Reform Agitation involved many people who were better organised in the Political Unions but whether there was a genuine threat and whether it was Whig politicians or the middle-class leaders who exploited the agitation is a moot point.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that Extract A has merit because rapid change did take place and it was the industrial towns which led the demand for reform. However, it could be countered that if economic and social forces lay behind the reform, it is odd that more social and economic priorities were not in the forefront of demands. Extract B could be seen as more convincing, as the government was frightened by the rhetoric of revolution, but students could qualify this by the fact that much of this was only rhetoric from middle-class leaders not the Whigs in parliament. Moreover, Extract B overlooks the fact that many of the elite were persuaded by argument and social circumstances to support reform through belief not fear.

Section B

0	2	'In the years 1783 to 1812, Britain prospered more in peacetime than in wartime.'
		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 1783 to 1812, Britain prospered more in peacetime than in wartime might include:

- there were no interruptions to trade in peace time, like the Napoleonic blockade, which meant that between 1783 and 1793 the value of imports and exports doubled
- warfare led to huge loss of available manpower from the economy to the armed forces. This was not an issue during 1783–93 as manpower increased due to the Population Explosion
- the National Debt had fallen from £240 million in 1783 due partly to the Sinking Fund paying down £1 million a year. However, taxes had to be increased from 1793 to pay for the war and income tax had to be introduced
- government debt increased during the war and the Sinking Fund scheme had to be dropped; by 1801 the National Debt had reached £456 million and in 1815 £876 million.

Arguments challenging the view that in the years 1783 to 1812, Britain prospered more in peacetime than in wartime might include:

- government demand for goods increased – contracts for uniforms and munitions
- the war encouraged innovation and invention – there was a boom in enclosure and building textile factories and ironworks with increasing use of steam power
- the blockade was short-lived and not very effective
- trade was opened up with captured French colonies.

Students may create an argument to support either side of the debate but better ones will evaluate similar points – the loss of manpower replaced by the greater use of machinery and power; the interruption to trade caused by war compared to the growing demand for munitions and food. Better students will not rely purely on Pitt's fiscal and trading policies and their change after 1792, but will explore broader economic factors. Certainly, the period saw an inexorable rise in population which suggests that war was not having a harmful effect in terms of food shortages or disease. However, the increased taxation and the rising levels of debt do probably sway the balance that the war was harmful to Britain's prosperity and contributed to the severe economic and fiscal problems faced at the end of the war.

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‘Lord Liverpool was a weak Prime Minister.’

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 Lord Liverpool was a weak Prime Minister might include:

- Disraeli's later description of him as an 'arch mediocrity' showed that many at the time did not consider him a strong Prime Minister
- the policies of his government are largely associated with his ministers who can be argued to have dominated him – Sidmouth and the Six Acts, Huskisson and trading measures, Peel and prisons for example – rather than with Liverpool
- Lord Liverpool changed his policies from repression to liberalism which seems to show a lack of strong leadership
- Liverpool did not impose policies on key issues on his cabinet – Catholic Emancipation was left as an open question for example.

Arguments challenging the view that Lord Liverpool was a weak Prime Minister might include:

- Liverpool has been seen as a great mediator of men. His strength was in combining men of great talents and contrasting temperaments
- his government's preparedness to take strong measures to deal with post-war discontent and economic problems suggests that he was far from weak
- it can be seen as a great strength for a leader to be able to change policies in the light of circumstances; when the time was ripe, moderate reforms were allowed
- the very fact that Liverpool was Prime Minister for 15 years. He was the second longest serving Prime Minister.

Students are probably more likely to disagree than agree with the statement on the very common-sense ground of his ability to retain office for such a long period, although this could be attributed to luck due to the absence of a convincing opposition. However, both sides of the question need to be explored to form a judgement and it is possible to claim that Liverpool was a weak Prime Minister: for example, he allowed the landed elites' interests to dominate policy. Thus, he ended income tax and introduced the Corn Laws while doing little or nothing about the Poor Law and other growing social issues.