

**AS**  
**HISTORY**  
**7041/1F**

Industrialisation and the people: Britain, c1783–1885

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

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Mark scheme

June 2019

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 Assessment Writer.

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.

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

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System Name	Description
?	Questionable or unclear comment or fact
^	Omission – of evidence or comment
Cross	Inaccurate fact
H Line	Incorrect or dubious comment or information
IR	Irrelevant material
SEEN_BIG	Use to mark blank pages or plans
Tick	Creditworthy comment or fact
On page comment	Use text box if necessary to exemplify other annotations and add further comment. <b>Always</b> provide a text box comment at the end of each answer.

## 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.

**Industrialisation and the people: Britain, c1783–1885**

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

**Section A**

- 01** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of Pitt the Younger as Prime Minister in the years 1783 to 1793? **[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.**

In responding to this question, students may choose to respond to each extract in turn, or to adopt a more comparative approach to individual arguments. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate or challenge.

**Extract A: In their identification of Evans' argument, students may refer to the following:**

- Pitt was simply lucky in taking over when he did
- many ordinary MPs were frustrated with the existing political leaders
- although the American War had a harmful effect, the underlying economy was strong and so Pitt's achievements in balancing the books has been overstated.

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

- the 1782–3 crisis did alienate many country MPs who wanted change which Pitt supplied
- however, Pitt played a careful game in maintaining support of the bulk of MPs while retaining the confidence of the King from 1783 onwards
- the underlying economy was growing strongly, due to long-term changes in trade and industry, but Pitt's role in encouraging them by his well-known reforms between 1783 and 1793 should not be overlooked.

**Extract B: In their identification of Christie's argument, students may refer to the following:**

- Pitt the Younger faced great problems on his appointment as Prime Minister due to his youth and his lack of support in the House of Commons which left him open to pressure
- however, his personal qualities and his appointment of his growing number of friends overcame these problems over the period 1783–93
- the implication of the argument is that Pitt was a success as a Prime Minister by his own merits.

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

- Pitt may have been an outsider but he was the son of a previous Prime Minister, Pitt the Elder
- Pitt did face problems because he lacked the support of existing leading politicians, like Fox or Lord North, but none of them were able to mount an effective opposition to him
- Pitt's record between 1783 and 1793 is strong, as Christie suggests, with his well-known work in administration, finance and trade. He was strong in the face of demands for government favours, as indicated by allowing the lapsing of sinecures rather than filling them with supporters.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might weigh up the problems faced by Pitt on his appointment against the advantages as a political outsider he enjoyed. They may also balance the underlying economic growth of Britain with increasing trade and manufacture against the impact of his reforms. They may conclude that Pitt's success was largely due to his own qualities, although this must be tempered by a balanced consideration of the advantages he did have.

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**Section B**

**02** 'The main result of industrialisation, in the years, 1812 to 1832, was social discontent.'

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 suggesting that the main result of industrialisation, in the years, 1812 to 1832, was social discontent might include:**

- it brought poverty to non-industrial workers, like hand loom weavers, as their jobs were replaced by machines and resulted in the discontent of the Luddite riots of 1812–14
- the products of industrialisation – threshing machines – brought poverty to agricultural labourers and led to the Swing Riots of 1830
- there was conspicuous discontent for much of the period, as shown at Peterloo or by the Political Unions, linked to the growing towns and appalling living and working conditions which were a product of industrialisation
- industrialisation led to the rise of combinations and the 10 Hour Movement which were the products of social discontent with long hours and low wages.

**Arguments challenging the view that the main result of industrialisation, in the years, 1812 to 1832, was social discontent might include:**

- industrialisation did not lead to social discontent; for example, standards of living rose after 1815 on average for most people of the middle and working classes
- industrialisation led to increasing output of goods – cotton and pig iron production doubled
- industrialisation led to population growth through earlier marriages and rapid urbanisation – London's population increased 40% over the period
- industrialisation and the increasing urban population led to rising demand for foodstuffs and encouraged agricultural change, such as enclosure and threshing machines.

Students need to deal with both sides of the question. They might argue that industrialisation was a double-edged sword. While it brought higher standards of living to many, it also brought poverty to particular economic groups. Equally, while industrialisation may have brought discontent in the form of the Luddites, the Swing Riots and arguably the growing political movements in towns, it is conspicuous that political discontent was increasingly peaceful in towns (despite the Days of May) where the benefits of industrialisation were most keenly felt. Good students may conclude that the quote is too strong – 'main' – and argue that the more permanent result of industrialisation was rising living standards and the transformation of Britain from an agrarian to an urban society.



- 03** 'In the years 1812 to 1827, demands for political reform failed because of the weaknesses of the radical movement.'

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 suggesting that in the years 1812 to 1827, demands for political reform failed because of the weaknesses of the radical movement might include:**

- the radical movement lacked any national organisation, a single leader, a single simple set of demands or a clear strategy. Some people at Peterloo were campaigning for female suffrage as well, for example. The Pentrich Rising and the Cato Street Conspiracy were based on the use of force whereas most radicals wanted to campaign peacefully
- the radical movement failed to motivate the bulk of the disenfranchised. Membership of movements was proportionately small and many were more concerned with the day to day problems of supporting their families
- the pressure was not consistent. There were high spots of pressure in the period 1812 to 1822 but this died down in the 1820s
- the few radical MPs there were failed to co-operate – Wilberforce was more interested in the abolition of slavery; Ricardo focused on economic issues.

**Arguments challenging the view that in the years 1812 to 1827, demands for political reform failed because of the weaknesses of the radical movement might include:**

- radical weakness can be exaggerated, especially in the period 1812–22 – they had an effective speaker in Orator Hunt and there were several Hampden Clubs in London, the Midlands and Lancashire; 60-80,000 turned up at St Peter's Fields in 1819 to support political reform
- the pressure from the radicals, especially between 1812 and 1822, had only hardened the resolve of leading politicians against reform and thus there was severe repression, like the Six Acts which were effective in dealing with radicalism. The social and economic reforms after 1822 can also be seen as a way of deflating the radical movement
- public opinion among the electorate was clearly not ready for any political change, particularly after witnessing events in the French Revolution; thus, Tory dominated parliaments were elected in 1812, 1820 and 1826. Radicalism would find it much harder to find support among the enfranchised than the unenfranchised
- powerful vested interests – particularly borough mongers – stood to lose, not only political influence, but a great deal of money by seat redistribution to new industrial towns and areas with no parliamentary representation.

Students will probably conclude that parliamentary reform failed due to a variety of factors of which the weakness of the radicals was clearly an important one. Agreeing with the proposition is a valid response but the alternative reasons must be explored and weighed against the weakness of the radical movement. Good students will probably conclude that there is an interaction of factors; radicalism was not weak itself but was damaged by the harsh determination of the oligarchy to retain authority. The reason that public opinion among the electorate was not ready for radicalism was because the movement was divided. Good students should construct an argument which balances the cases for and against the proposition.