



AS HISTORY 7041/1F

Industrialisation and the people: Britain, c1783–1885

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

Mark scheme

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Version: 1.0 Final



2 3 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.

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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 impact of industrialisation on workers in the years 1783 to 1812?

[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 interpretation/arguments/views.

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

- despite the introduction of new industrial process, the lives of workers had not worsened by 1812 as industrial change had not affected all economic activities
- rather than being unpleasant places, cities were a source of pride to the workers, who were free from aristocratic influence
- although employment for some workers decreased, most workers, including women and children, saw their real wages rise.

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

- from the 1780s, there were developments in industry like Cartwright's power loom (1789) but by 1812 many of the working poor still worked with traditional skills and without the use of powered machinery, especially in rural areas
- since growing towns and cities like Manchester had no political representation, it limited the influence that the aristocracy could hold over the working poor and gave some freedom; however, a growing class of industrialists, which included aristocrats, retained economic influence over the workforce, and the claim that cities were not unpleasant can be challenged by the rising mortality rates in urban areas
- for many workers, the rising value of wages led to an improved standard of living; however, this could be countered by considering that the groups who did not benefit, like handloom weavers, were numerous, and that the war caused food prices to rise significantly by 1812 for all workers.

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

- the process of industrialisation created problems for workers which were not faced by other social classes
- some workers responded to the social problems by striving to become middle class or by rebelling
- the majority of workers did not understand the social changes that they faced, like poverty, and turned to religion or alcohol as a solution.

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

- the process of urbanisation led to many rural workers migrating to find unskilled work in workshops and factories, which were dangerous workplaces, and needing to live in towns which became overcrowded
- new industrial work allowed a small number of working men, like Robert Owen, to gain recognition as businessmen and engineers, whilst the Luddites responded to industrialisation by breaking machines and protesting
- there was an increase in both alcoholism and Non-Conformist religion in this period amongst workers. Methodism gained popularity and was associated with radical ideas of class equality. However, the Anglican Church remained the most popular denomination amongst all social classes.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that Extract A is more convincing. It is possible that this could be supported by emphasising the view that real wages, and therefore standards of living, rose in the years 1783 to 1812, as well as by arguing that by 1812 many workers had experienced limited change in their lives, especially in rural areas. Alternatively, students might conclude that Extract B is more convincing, perhaps by focusing on the poor conditions which existed in urban areas for many workers and the evidence of popular unrest like Luddism in this period.

Section B

0 2 'In the years 1783 to 1801, Pitt successfully reformed trade and government finance.'

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 1801, Pitt successfully reformed trade and government finance might include:

- Pitt was successful in reducing national debt by £10 million and restoring national confidence by the start of the Revolutionary War through his use of the Sinking Fund
- Pitt successfully increased the volume of international trade and reduced smuggling by his simplification of the tariff system for imports and exports and introduction of Free Trade ideas
- Pitt successfully increased government income and offset some war costs through the introduction of new taxes, including income tax in 1799 which was broadly accepted as a patriotic necessity
- Pitt's economic policies were successful in ensuring that the British economy could withstand the pressures of a long war in Europe and the need to subsidise their allies.

Arguments challenging the view that in the years 1783 to 1801, Pitt successfully reformed trade and government finance might include:

- the Sinking Fund was only successful in peacetime, not during wartime – by 1801 National Debt had risen to £456 million, from £228 million at the start of the war
- Pitt's refusal to renege on National Debt caused an economic crisis which led to a fall in the value of government stock and the introduction of paper money to avert a gold crisis in 1797
- Pitt failed in his efforts to make trade agreements with other countries. His agreement with Ireland faced too much opposition from industrialists, and the 1786 Eden Treaty with France was only effective until the outbreak of war
- some of Pitt's taxes were a cause of discontent and led to tax evasion, especially where the subject of the tax was ridiculed – for example taxes on commodities like playing cards, or on the use of windows.

Students should address the validity of the claim that Pitt successfully reformed trade and government finance in the years 1783 to 1801. Students may choose to argue that Pitt was successful in his reforms, focusing on examples such as his use of the Sinking Fund and improvements to the tariff system. Alternatively, students may challenge the argument by focusing on Pitt's failures, such as the failure to make effective trade agreements and the unpopularity of Pitt's new taxes. It is also possible for students to make an argument that Pitt was more successful before the war but that he struggled with reforms to finance and trade as a wartime leader.

0 3 'In the years 1815 to 1832, progress towards greater democracy in Britain was limited.'

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 1815 to 1832, progress towards greater democracy in Britain was limited might include:

- the radical protest movements after 1815, like the Blanketeers, were met by repressive government measures like the Six Acts, which stifled demands for political reform
- several reform bill proposals in the years 1818 to 1827, including motions to introduce secret voting or redistribute seats, were defeated in Parliament
- Tory governments remained in opposition to greater democracy, preventing any possibility of electoral reform until the election of the Whigs. In 1830, Wellington declared that there was no need for parliamentary reform
- despite the extension of the franchise in 1832, fewer than one million people in the population of over 20 million had the vote, and many undemocratic features of the old system were retained, like open hustings, plural voting and unevenly sized constituencies.

Arguments challenging the view that in the years 1815 to 1832, progress towards greater democracy in Britain was limited might include:

- some MPs supported the demands of radical protestors for limited parliamentary reform, even achieving the abolition of Grampound as a constituency in 1821
- the 1828 Test and Corporations Act and 1829 Catholic Emancipation Act allowed a greater democratic participation for non-Anglicans
- the 1832 Reform Act introduced a £10 property qualification which enfranchised many middle-class male voters for the first time
- the 1832 Reform Act removed many rotten boroughs and led to an increase in the role of party politics and contested elections, meaning that voters had a greater role in democracy.

Students should address the validity of the claim that progress towards greater democracy was limited in the years 1815 to 1832. Students could support this argument by considering examples showing the continued limits to British democracy in this period. This may include considering the Tory opposition to demands for reform and the limitations of the 1832 Reform Act. Alternatively, students could challenge the claim by arguing that there was some progress towards greater democracy, shown by changes such as the passing of the Catholic Emancipation Act or the extension of the franchise to middle-class voters in 1832. It is possible that students may choose to construct an argument that there was a lack of progress in the earlier years of the period in the question but that there was more development from about 1828 to 1832.