



A-level HISTORY 7042/1F

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

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

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. Always 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.

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

Section A

- 01** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to social reform in the years 1860 to 1885. **[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.

Extract A: In their identification of Taylor’s argument, students may refer to the following:

- government social reform was dominated by laissez-faire
- their main concern was to find a short-term fix for problems as they arose, not new extensive solutions to benefit the community
- government was concerned to keep costs down
- government action, although widespread, was negative.

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

- certainly, the early Victorian era has been characterised by the idea of laissez-faire – especially in economic areas with free trade and low taxes; the case is less strong with social reform. The state did intervene with trade unions allowing picketing and freedom from arrest for striking
- there was certainly no large-scale intervention along the lines of the 1834 Poor Law, for example, but the intervention in factory reform and education did effectively mean – for example – that nearly all children, by 1885, attended school full time and literacy rates continued to rise
- this is true but perhaps more of Liberal governments than Conservative ones but ‘payment by results’ could be mentioned, referring to Lowe’s comment on the 1862 revised code – ‘If education is not cheap it should be efficient: if it is not efficient it should be cheap’
- this underplays significant reforms; while few ‘artisans dwellings’ were built, the Public Health Act and the Sale of Food and Drugs Acts of 1875 were great milestones and the basis for all modern legislation; while education was ‘filling in the gaps’ the principal of state schools with non-denominational religious education was a great milestone; moreover, this view overlooks the great strides local government took under legislation – Joseph Chamberlain in Birmingham and the Metropolitan Board of Sewers, in supporting Bazalgette’s great drainage project.

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

- governments after 1868 were committed to social reform
- previous to 1868 this was due to the weakness of governments and the perception that further reform was unnecessary
- despite uneven development, social reforms became an increasing feature of government policy
- social reform was needed due to the growing needs of industrial society.

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

- there is a marked acceleration in reform after 1868 – state schools, council houses, proper public health regulation. It could be argued that this commitment was more the case under Conservative than Liberal governments and that the commitment varied between moral and material reforms
- weak governments in the period after the rearrangement of party politics by the repeal of the Corn Laws did limit government action; however, there were reforms in before 1868, like compulsory vaccination in 1853, easier divorce in 1857 and various factory laws; other factors could be considered – focus on further parliamentary reform in the 1860s

- this is valid and can be instanced by numerous reforms undertaken by Liberals between 1868 and 1874 – education in 1870 and 1880, trade unions in 1871, Married Women’s Property Act 1882; however, more progress did seem to be made under the Conservatives
- industrial society was increasingly dominating society – from 50% living in towns in 1850 there were 65% in 1871 – and this was increasing the scale of the problem but often not the problem itself – slums existed before this period. Also the changes in the countryside were also causing the need for reform to deal with growing rural poverty.

Extract C: In their identification of Abbott’s argument, students may refer to the following:

- the Conservatives did more than Liberals to pass reforms to improve the material condition of the working classes, e.g. public health, trade union and factory reform
- this was largely a cynical ploy by Disraeli to gain electoral advantage especially in urban seats after the 1867 Reform Act
- Gladstone was more concerned with moral issues in reform than material conditions, e.g. encouraging saving, literacy and sobriety
- Gladstone’s approach to social reform was less successful than Disraeli’s in terms of this electoral appeal as, for example, in 1874.

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

- the Conservatives did pass a good deal of legislation – 1875 Public Health Act and Artisans Dwellings Act; while some of these were highly significant, their short-term importance, e.g. council housing was limited
- Disraeli may have had other motives in supporting reforms; the association of the reforms with Disraeli himself is questionable as Richard Cross played a more prominent role, Disraeli’s great interest was foreign not domestic policy and the reforms dried up after 1876. If this was an electoral ploy, it certainly did not work in the 1880 election
- there is some truth in this view, but Liberal social reforms did also address material conditions – not wasting money on alcohol and equipping people to earn more money through education and their low indirect taxes were intended to help the poor materially by lowering prices
- the 1874 electoral defeat was connected to lack of reform – for example in 1874 Disraeli called the Liberal front bench ‘a row of exhausted volcanoes’ due to their inaction on social reforms and after 1874 – apart from Bass – all brewers supported the Conservative Party. However, the defeat can also be attributed to the impact of the start of the Great Victorian Depression.

Section B

02 ‘A success before 1793 but a failure thereafter.’

Assess the validity of this view of Pitt’s domestic policies in the years 1783 to 1806.

[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 Pitt's domestic policies were a success before 1793 but a failure thereafter might include:

- until 1793, Pitt's administrative reforms were sufficient to avoid confrontation with political reformers as it attacked one of their key complaints – corruption; after 1793 he used repression against political reformers
- in the first period, Pitt's successful financial policies allowed him to reduce the National Debt from £243 million to £170 million in 1792; in the second period, the National Debt rose enormously as Pitt was slow to stop using the sinking fund while accumulating fresh debts
- in the first period, Pitt's trading policies were a great success with genuine movement towards free trade and famously increasing revenue by cutting imports; after 1793 Pitt introduced restrictions on trade to blockade French trade
- in the first period, Pitt was never seriously challenged in his position as Prime Minister; between 1801 and 1804 he was out of power due to his commitment to Catholic emancipation which was not politically possible with the King's opposition
- Pitt's first period of government saw no harmful intervention in social policy; in 1795 he proposed a revised Poor Law bill in 1796 which would have forced pauper children to work from the age of 5. The 1801 General Enclosure Act included no provisions to protect the rural poor.

Arguments challenging the view that Pitt's domestic policies were a success before 1793 but a failure thereafter might include:

- Pitt's dealing with political reformers after 1793 was still effective despite increased discontent due to the war, his 'Terror' both dealt with radical dangers effectively and gained mass support
- Pitt, after 1793, had to increase the National Debt to pay for the war and his decision to introduce new and heavy taxation like income tax – which was graduated to take account of people's ability to pay – was a brave and lasting innovation. Indeed, the success of Pitt's financial policies before 1793 could be attributed to the long-term improving economy accelerated by the end of the American wars
- in a state of war after 1792, the need to blockade France was essential; moreover, his reforms of 1783–93 could be questioned, for example his failure to agree effective trade treaties
- Pitt's treatment of the Irish problem was a case of putting country before self; he did deal with the Wolfe Tone rebellion and the Act of Union of 1800 marked the only way to make Ireland feel a genuine part of the British state
- Pitt's lack of social reform before 1793 was effectively no different to laws enacted thereafter; the General Enclosure Act was necessary due to the food shortages of the time.

Better students are unlikely to agree fully with the proposition as it is too absolute, but all good answers should compare both periods (perhaps thematically) to achieve good marks and should examine the case for the latter period (e.g. his avoidance of domestic revolution in Ireland or the armed forces) to gain the highest marks. For example, students could argue that his economic policies after 1793 were successful in the context of the war which prevented the continuation of free trade. Alternatively, they could argue that Pitt was a success in dealing with corruption before 1793 and so addressing the concerns of the reformers but was unsuccessful after 1793 because of the repression he introduced.

03 To what extent did economic policies change in the years 1812 to 1832? **[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 economic policies changed in the years 1812 to 1832 might include:

- 1821 to 1823 saw the appointment and promotion of ‘liberal Tories’, such as Huskisson, who were associated with free trade ideas in contrast to the previous mercantilist tendencies of Vansittart
- throughout the period, reducing the National Debt was a primary government objective, but before 1821, this policy was focused on retrenchment; after 1821–3, it was also focused on increasing trade
- taxes on basic imports were increased to increase government revenue. However, after 1823, general tariffs were reduced on imported raw materials and manufactured goods by Huskisson
- there was little attention paid to international trading treaties before 1821; however, Huskisson introduced the Reciprocity of Duties Act which led to 15 trading treaties between 1824 and 1829
- before 1821–3, government economic policy was dominated by the Corn Laws; in 1828 the Corn Laws were amended by a sliding scale which meant that corn could be more easily imported into the UK.

Arguments challenging the view that economic policies changed in the years 1812 to 1832 might include:

- limited government intervention to deal with specific economic problems carried on throughout the period – the 1817 Poor Employment Act to provide government loans to employ the poor and the 1819 Factory Act had their equivalents in the 1824 Combinations Act (albeit amended in 1825)
- there was little direct government intervention in economic planning, unlike many other countries. Railways and canals, for example, throughout the period were allowed to develop by private enterprise, usually authorised by individual acts of parliament such as the 1826 Liverpool to Manchester Railway Act
- income tax was repealed in 1815 by Vansittart; it was never restored. Governments therefore continued to depend on indirect taxation, albeit at reduced levels
- the government after 1812 was always seeking to resume cash payments which finally happened in 1819 and the Gold Standard in 1821 was restored. There was no change after 1821–3 in the policy of a fixed rate of exchange
- agricultural protection remained a cornerstone of economic policy; the sliding scale made little real difference to the operation of the Corn Laws and thus was not much of a change in policy.

Most students will probably conclude that the economic policies did change over the period and identify the period 1821–3 as a key turning point based on the familiar territory of Ultra and Liberal Tories and Huskisson’s free trade policies. However, more thoughtful students should gain balance by seeing the continuities over this period, especially in protecting agriculture, continued government laissez-faire attitudes towards the economy and the dependence on indirect taxation rather than any form of income tax. Very good answers will see that the period did see a change of sorts but that this was limited and the trend was not maintained. After Huskisson’s sliding scale in 1828, there was no significant change to government economic policy.

04 ‘Popular discontent, in the years 1828 to 1848, was dependent on economic conditions.’

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

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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 popular discontent, in the years 1828 to 1848, was dependent upon economic conditions might include:

- the timing of the high points of the Political Union, 1830–2 and Chartism, 1839, 1842 and 1848 coincide with economic problems especially of the ‘Hungry Forties’; 1842–6 saw a recovery and there were no Chartist petitions then
- although the demands of the Political Unions and the Chartists all concerned constitutional change, these were needed to address the economic problems of the disenfranchised
- harsh economic conditions at work can be held to be at the root of support for trade unions, like the GNCTU and the 10 Hour movement
- the economic impact of the Corn Laws and treatment of agricultural labourers led to the Swing Riots of 1830
- Chartism gathered support from the very poorest in society; those who were most harmed by economic forces – the number of signatures on petitions support this view.

Arguments challenging the view that popular discontent, in the years 1828 to 1848, was dependent upon economic conditions might include:

- the goals of political discontent at least were explicitly constitutional, such as the 6 points on the Charter; discontent arose from the perceived unfairness of the political system
- the level of discontent also depended upon leadership to inspire discontent – people like Thomas Attwood, Robert Owen, Francis Place and Richard Oastler
- frustration at government policies; the Political Unions formed in part due to the Tories’ refusal to make any constitutional reform; the Anti Poor Law League is clearly a reaction to the 1834 Poor Law; Chartism can be seen as a reaction to all the Whig government actions such as the treatment of the Tolpuddle Martyrs and lack of progress in the 10 Hour movement
- popular discontent also depended on the adoption of new forms of organisation – the model of the Birmingham Political Union and, after the haemorrhaging of middle class leadership, a clear manifesto like the People’s Charter
- growing literacy and education led to growing political awareness through the impact of Sunday Schools with 1 million in attendance in 1830.

Clearly there will be some students who will view popular discontent as originating from ‘knife and fork issues’ as many Chartists and arguably Tories like Peel did. However, any good answer will need to consider at least some of the alternative explanations before rejecting them. Good students may point out that it is very difficult to disentangle economic and political factors; for example Chartists wanted constitutional reform because of the economic conditions as a democracy would allow working men to hold the government to account in their economic policies.