



A-level HISTORY 7042/1F

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

Mark scheme

June 2025

Version: 1.0 Final



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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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Supporting Marking Guidance

A separate Supporting Marking Guidance document has been created for use in this series and any future series.

It has been written by the senior examining team. It applies to all A-level History options. The purpose of the guidance is to clarify key aspects of the mark scheme and further ensure consistency of approach across all options. The guidance does not reflect a change in the standard applied, but clarification and amplification of the standard. We hope that the guidance document will aid you in your understanding of how the standard should be applied and deepen your understanding of how the key aspects of the mark scheme work. The Supporting Marking Guidance should always be used in conjunction with the mark scheme, and any relevant examiner standardising and teacher training material.

Examiners can find the Supporting Marking Guidance on the associate extranet.

Teachers can find the Supporting Marking Guidance alongside the current mark scheme on Centre Services on results day. It will also be published with any future assessment materials on the public website.

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** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to Gladstone's leadership in the years 1865 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 interpretations/arguments/views.

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

- Gladstone was a strong leader, whose personality and personal authority were fundamental for the unity of the Liberal Party and passing of Liberal reforms
- Gladstone was always the dominant figure in political circles, through his personal qualities and political skill which affected government actions and especially due to his skill as a public speaker
- the extension of the franchise during his time in office was a result of Gladstone's growing enthusiasm for democracy; however, Gladstone's ideal was a larger electorate that was still sufficiently limited to maintain the existing social hierarchy
- although Gladstone was proud of Britain's power, he did not like the showy imperialism that Disraeli displayed.

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

- Gladstone was a strong personality in his administrations, as shown by his role in the Midlothian Campaign, as well as his simultaneous holding of the role of Prime Minister and Chancellor of the Exchequer in the years 1880 to 1882
- Gladstone's government followed policies which were strongly based in 'Gladstonian Liberalism', such as his views on free trade and laissez-faire, which led to low taxes and low government spending, and his religious beliefs which led to his focus on the disestablishment of the Irish Church
- Gladstone's role as the dominant figure in political circles could be challenged by considering the significance of other individuals within the party, such as Bright with Free Trade and Forster with education, as well as Disraeli as a charismatic opposing political leader
- Gladstone's democratic principles led to his attempt to pass a parliamentary reform act in 1866, his cooperation with the Conservatives in 1867, and further democratic reforms in 1872, 1884 and 1885. However, the central role of Gladstone in extending democracy could be challenged by considering the willingness of both parties to accept some degree of parliamentary reform in the years 1867 to 1885
- Gladstone's pride in British power and opposition to showy imperialism could be shown by his speeches in the Midlothian Campaign, when he attacked Disraeli's 'Beaconsfieldism'.

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

- Gladstone was not the creator of Liberalism, which was the result of economic and social change rather than his policies and actions
- Gladstone acted as a figurehead to represent the Liberal Party, but what gained voter support was their social and economic background, rather than Gladstone's personal influence
- Gladstone had limited direct involvement with the legislation that his government passed, except for financial and Irish reforms
- Gladstone relied on personal popularity, and despite criticism from within the party, there were no serious challenges to his leadership.

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

- the Liberal Party developed from an amalgamation of groups which had formed and developed due to social and economic changes, eg the Peelites who had split from the Conservatives over economic policies, and industrialists in the new urban centres
- voters who were non-Conformist or Catholic, middle class, artisans or lived in urban areas were more likely to vote Liberal; however, it could be argued that the extract underestimates Gladstone's role as a figurehead, for example with his crucial role in the Midlothian Campaign
- many pieces of legislation were not instigated or strongly supported by Gladstone; for example, the 1870 Education Act was the work of Liberals like Forster and Chamberlain, and Gladstone was concerned about its impact on Church schools
- Gladstone was directly involved in Irish legislation, like the Land Reforms; however, the extract overlooks his direct involvement in other legislation like the 1884 and 1885 parliamentary reforms
- Gladstone's popularity is shown in his returning to office following the 1880 election despite not being the party leader; however, his defeat in 1873 over the Irish Universities Bill and the divisions within the party in the 1880s could be used to challenge the claim that he faced no serious challenges before 1885.

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

- Gladstone, as the leader, was the Liberal Party. He dominated his cabinets, a tendency that was not popular with his ministers
- Gladstone was a very conservative politician, something that he did not hide in his policies or speeches
- Gladstone's conservatism and the unmanageable challenge of Irish nationalism led him to focus attention on Ireland, which became an obsession to him by the 1880s
- Gladstone's views on Ireland were not in harmony with those of his Liberal supporters, who had an interest in their religious ideals rather than Ireland.

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

- Gladstone's domination of his cabinets can be supported by considering the influence of his style of Liberalism in Liberal reforms as well as his resumption of office in 1880 instead of either Hartington or Granville
- Gladstone's conservative attitude was shown in his limited view of parliamentary reform and legislation like the 1881 Irish Coercion Act. The extent of his conservatism could be challenged by considering the nature of the social reforms that he introduced
- in both of Gladstone's ministries in the period 1865–85, Irish legislation was a consistent theme; he spoke of his mission 'to pacify Ireland'. However, it could also be argued that during the 1879–1880 election campaign, Ireland was mentioned relatively little
- the claim that Gladstone's Irish policies were motivated by unmanageable Irish radicalism can be supported by considering the Fenian threat to Britain; Gladstone's obsession with Ireland could be challenged by considering the range of different areas of legislation passed under his two ministries, including electoral and social reforms
- from 1880, Gladstone's increasing acceptance of more liberal proposals for Ireland, like the 1881 Land Act, were a cause of political division for the Liberals, many of whom were more interested in support for non-Conformists in Britain.

Section B

- 0 2** To what extent did economic developments improve the lives of workers in the years 1783 to 1812?

[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 developments improved the lives of workers in the years 1783 to 1812 might include:

- new types of employment were becoming available for workers due to industrialisation, including roles in transport and engineering. Wages tended to be higher in newer industrial jobs than in older occupations, and until the financial pressures of war with France, real wage values for workers were rising
- better quality food production and improved transport options led to improved nutrition for urban workers. This contributed to some improvements to health and life expectancy as well as more financial independence for skilled workers; this allowed young couples to marry and have children younger
- the increased demand for technical skills created opportunities for industrial workers to learn specialised skills and become financially successful; some, like Robert Owen, even rose to become industrialists themselves
- increased trade generated greater profits which some industrialists invested in improving conditions for their employees. For example, at New Lanark, workers had greater access to education and affordable accommodation
- the increased availability of new technology meant that for some rural workers, aspects of farming became less labour intensive; greater use of mixed farming also reduced the impact of poor harvests on seasonal employment.

Arguments challenging the view that economic developments improved the lives of workers in the years 1783 to 1812 might include:

- by 1812, many types of employment, especially agricultural work, were still not mechanised, and some traditional occupations like handloom weaving became obsolete, so not all workers saw improvements. This was exacerbated from 1793, as wars with France caused stagnation in real wage values and an increase in taxes
- in urban areas, the growth of industrial centres caused workers to face a range of new social problems, including overcrowding, rising crime rates, poor sanitation and housing, and dangerous working conditions
- the process of enclosure in rural areas put increasing economic pressure on tenant farmers and weakened the viability of smallholdings, forcing many rural workers to migrate to urban areas to seek unskilled work in industry or to rely on poor relief
- the processes of enclosure and urbanisation had limited impact on social structures. Landowners in rural areas and industrialists in urban areas controlled the political loyalty of the workers, who had no means to achieve change
- in assessing the impact of economic developments on workers, there is great variety between regions; for example, in northern towns, industrialisation caused greater urban poverty than in the south, whilst agricultural workers faced greater pressures in the Midlands than in many other areas.

In answering the question, students should consider the extent to which the lives of workers were improved by economic developments in the years 1783 to 1812. Students could argue in favour of improvement by considering the positive changes such as the greater financial independence that some workers enjoyed and the increased availability of good quality food. Students can also challenge the view by considering examples of continuity in the lives of workers, as well as new problems which were created by economic developments. It is also possible that students could build an argument by focusing on the differing experiences of workers in urban and rural areas.

0 3 'Economic growth, in the years 1812 to 1832, was mainly due to changes in agriculture.'

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

- 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 growth, in the years 1812 to 1832, was mainly due to changes in agriculture might include:

- landowners were a source of capital for economic growth. Agricultural developments, such as enclosure, increased the profits for large landowners and the resulting profits could be invested in industry
- larger landowners invested in new technology for drainage and mechanisation, as well as new farm buildings, which created a market for industrial goods and encouraged innovation
- changes in agriculture created a larger workforce which was necessary for industrialisation and economic growth. Enclosure and mechanisation reduced the need for a large rural workforce; this put economic pressure on smallholding farmers and labourers to migrate toward urban areas
- new farming methods such as crop rotations and selective breeding led to increased food production, and mixed farming methods reduced the national impact of a bad harvest. These improvements were needed to support a growing population and a growing industrial workforce.

Arguments challenging the view that economic growth, in the years 1812 to 1832, was mainly due to changes in agriculture might include:

- the impact of agriculture was limited by 1832 because of the relatively slow pace of change. For example, many rural workers resisted the adoption of new machinery like the threshing machine. Additionally, the regional impact of change was very varied, and many farmers faced bankruptcy in the 1820s
- economic growth in industry relied on the continuing development of steam power. This was necessary for the development of powered factories as well as the growth of new methods of transport, like early freight and passenger railways
- government policies encouraged economic growth. Laissez-faire and Free Trade policies, including reduced tariffs and reciprocal trade treaties, encouraged investment. The 1826 Bank Act further encouraged investment, by increasing the security of loans
- developments in key industries encouraged economic growth. For example, the cotton industry was improved by the introduction of a cast-iron power loom in 1822, and the iron industry benefited from the introduction of hot-air blast furnaces in 1828. The safety lamp, invented in 1813, and increased use of air pumps made mining safer and more productive.

In answering the question, students should consider the validity of the argument that economic growth, in the years 1812 to 1832, was mainly due to changes in agriculture. Students could support this view by focusing on how agricultural developments were crucial in generating capital for investment as well as creating and supporting a growing urban workforce. Alternatively, students may argue that other factors, like government policies or developments in key industries, were more important. It is also possible that students will make an argument by linking factors together to show how they are interdependent.

- 0 4** To what extent did governments respond to pressures for change from outside parliament in the years 1815 to 1846?

[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 governments responded to pressures for change from outside parliament in the years 1815 to 1846 might include:

- the Tory government under Wellington responded to the demands of Catholic Irish nationalists in the 1820s when they passed the Catholic Emancipation Act in 1829, despite opposition from many Ultra Tories
- the Whig government under Lord Grey responded to demands for political reform from middle-class groups like the Birmingham Political Union when they extended the franchise in 1832
- the Whig government under Lord Grey responded to pressures from the Anti-Slavery Society by passing the 1833 Abolition of Slavery Act and made some response to the Ten Hours' movement by passing the 1833 Factory Act
- Wellington's Tory government made a limited response to pressures to repeal the Corn Laws when they introduced a sliding scale in 1828; Peel's Conservative government responded more fully to the Anti-Corn Law League and Irish famine by repealing the Corn Laws in 1846, despite opposition from many Conservatives
- Peel's Conservative government responded to popular pressures for workplace reform by passing employment legislation, including the 1842 Mines Act and 1844 Factory Act.

Arguments challenging the view that governments responded to pressures for change from outside parliament in the years 1815 to 1846 might include:

- when extra-parliamentary radical movements protested in the years 1816 to 1819, the only response of Liverpool's government was to repress the pressure for change; subsequently, pressures to enfranchise working-class protestors were ignored by the Whig government under Grey in the 1832 Reform Act
- neither Whig nor Conservative governments in the 1830s and 1840s responded to the Chartist demands for parliamentary reform despite widespread popular support, and by 1846 no Chartist aims had been achieved
- neither Tory nor Whig governments responded to pressures for change from workers who attempted to form trade unions and industrialists like Robert Owen who attempted to introduce socialist principles in industry; legislation like the 1825 Repeal of the Combinations Act made it hard for early unions, such as the GNCTU, to form
- the Anti-Poor Law League was unsuccessful in persuading Whig and Conservative governments to respond to address the harsh conditions caused by the 1834 Poor Law Amendment Act
- in the 1830s, the Whig government did not respond to the demands of O'Connell's Irish nationalists for a repeal of the Act of Union; in the 1840s, Peel's Conservatives did not respond to the demands of O'Connell's Repeal Association nor Young Ireland.

In answering the question, students should consider the degree to which governments responded to pressures from change from outside parliament in the years 1815 to 1846. Students could argue that governments responded to pressures for change by passing legislation in response to the demands of extra-parliamentary groups, like O'Connell's campaign for Catholic emancipation in the 1820s. Alternatively, students could consider examples such as the Chartists to show how governments did not respond to pressures for change, even when they had popular support. Students could make an argument by considering how governments were more likely to respond to pressures for social change than political change, especially after 1832. It is not expected that students will address all the pressures for change in the years 1815 to 1846 in their answer. An appropriate selection in support of an argument is all that is required.