

A-LEVEL

History

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

Mark scheme

7042

June 2017

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

June 2017

A-level

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 reforms between 1830 and 1852. **[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 Mandler's argument, students may refer to the following:

- Mandler argues that Whigs played a leading role in the social reforms between 1830 and 1852
- this was part of a wider series of political reforms and a wider philosophy
- there is a hint in the words 'practical usefulness' to utilitarianism as an influence on the Whigs
- this was much more effective and progressive than the Tories social reform.

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

- Utilitarianism certainly was a major influence through the personality of Chadwick
- Mandler does support his argument with specific areas of Whig social reforms which refer to the 1834 Poor Law, the 1833 Factory Act and the 1833 education grant.
- Young England and Disraeli were paternalists who did have a different approach to government than the Whigs
- the passage overlooks the limited nature of the Whig reforms – only £20,000 was committed to education originally and the Poor Law unions generally were not successful in addressing poverty or gaining popular support
- the passage understates the success and political impact of the Tory reforms – significant improvements in employment law were achieved by the Tories and the Conservatives did manage to gain working class support in the long run by their paternalism.

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

- Evans argues that the social reforms emerged from social and political necessity – he seems to suggest that there was an element of social control in their approach
- this intervention took a laissez-faire approach
- it is implied that this was not effective.

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

- Evans does give the prime example of laissez-faire legislation with the Public Health Act but there were other examples which students could offer which supports this view
- the reference to the breakdown of social control in the towns can be supported by the encouragement to church extension and to urban elites to adopt the role of squire and parson in towns
- the passage understates the role of other reforms like the Poor Law which was certainly enforced on local authorities

- many historians would challenge the need to maintain authority as being the key source of reforming zeal. Many contemporaries gave humanitarian and religious reasons for their actions
- there seems to be an inconsistency in arguing that the elite felt the need to act for their self-preservation but then they acted in an extremely weak and limited way.

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

- Tory paternalism played some role in early Victorian social reform
- however this role was limited by the resistance to centralisation
- as a result, laissez-faire principles were adopted and social reform made little progress.

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

- Tory paternalism certainly did play a role in social reform and the range of Ashley's activities strongly supports this
- Tories did represent the old feudalistic elite who still believed in maintaining their personal control over their areas which did produce a laissez-faire approach
- Roberts provides good evidence of the failure of the reforms from the blue books
- Roberts could be argued to overstate this failure; action was taken as a result of blue books – charity in particular was raising substantial sums of money for the support of the poor in an age of low taxation
- Roberts could be argued to be inconsistent in arguing that the ideals of Tory paternalism were rarely put into practice when one of the ideals was that it was up to the local great and good to manage the reform.

Section B

- 02** How effective were the policies of British governments, in the years 1789 to 1812, in controlling popular discontent? **[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 the policies of British governments, in the years 1789 to 1812, were effective in controlling popular discontent might include:

- Pitt's Terror in the 1790s reduced the membership of leading political radical groups and the amount of political agitation
- there was no repetition of the Nore and Spithead Mutinies after the Mutiny Act of 1797
- the Combination Acts of 1799 and 1800 meant that trade unions were banned
- the building of barracks in major centres of population was effective in preventing outbreaks of violence; Luddism in 1811–1812 was repressed effectively by the use of troops as well as a new act in 1812.

Arguments challenging the view that the policies of British governments in the years 1789 and 1812 were effective in controlling popular discontent might include:

- Pitt's Terror was not really successful as there were few arrests (under 200 in Pitt's Terror for treason and sedition) of whom very few were executed. Many radicals simply went 'underground'
- the Spithead and Nore mutinies were not repeated partly because of the forbearance of the authorities; only a small minority of the mutineers were punished and only 29 were executed
- the Combination Act led many organisations simply to transform themselves into friendly societies and carry on their activities
- the reduction in radical activity after the 1790s was not because of the success of repression but due to other factors like horror at the events in France and the government's reluctance to enforce the laws actively.

Good responses will consider the evidence carefully to achieve a balance. For example, the small number of arrests under the repressive policies of the government could be seen as evidence of the success of the repression or alternatively that the repression was ineffective. Equally the absence of major uprisings other than the Irish rebellion in 1798, may not be due to repression but due to the public loyalty in wartime against a demonised enemy.

- 03** To what extent were governments responsible for the growth of the British economy in the years 1815 to c1850? **[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 were responsible for the growth of the British economy in the years 1815 to c1850 might include:

- the ending of income tax in 1816 harmed the economy by reducing the spending power of the poor and thus the demand for goods which its reintroduction by Peel in 1842 is generally held to have remedied to an extent
- after the harmful imposition of indirect taxes in the post-war depression, the trading treaties and the gradual reduction of tariffs by Huskisson in the 1820s and Peel in the 1840s is held to have benefited trade and the economy
- the introduction of the Corn Law in 1815 increased wheat prices but failed to prevent many bankruptcies among farmers; the sliding scale and the repeal of the Corn Laws in 1846 only influenced the economy slightly as wheat prices remained high
- government legislation on commerce such as banking (Bank Act of 1826 and the Bank Charter Act of 1842) the money supply (such as the Bullion Act of 1820) and company law (such as the repeal of the 'Bubble' Act in 1825 and the Companies Act of 1842) impacted in a largely positive way on the economy
- the continuation of a laissez-faire approach to railway construction allowed the system to evolve as demand required but allowed the 'Railway Mania' of the 1840s where there was considerable wasted investment.

Arguments challenging the view that governments were responsible for the growth of the British economy in the years 1815 to c1850 might include:

- the ending of the French Wars was an influence on the economy at the start of the period. The very term 'Post-War' depression suggests this and it did cause a government debt of £834 million. The absence of war thereafter can be seen as helpful to trade
- the Business cycle would explain upswings and downturns of the economy – for example the 'Railway Mania' of the 1840s following the depression of 1839–42
- continued technological innovation like better power looms, the hot air blast furnace, improved drains and developments in locomotives and steam ships could explain economic growth in the period
- population growth led to increased demand and the available workforce in industry especially
- the impact of government policies can be overstated as the government spending was very small compared to nowadays and the scale of movement towards free trade can be exaggerated.

Good students could argue that government policies could have both good and bad influences on the economy and both views on its influence need consideration. Good students should draw a balance between government policies (whether with positive or negative influences) and the alternative factors. They may, for example, argue that the influence on the economy from ending of the French Wars and the subsequent absence of wars was actually due to government policies. Alternatively, it could be argued that the influence of government measures can be easily exaggerated, for example, the introduction and repeal of the Corn Law did not affect imports or prices much either way and the reductions of tariffs hardly represented the introduction of free trade as Gladstone still had many tariffs to reduce post-1850.

04 ‘Democracy in Britain in 1885 was little different from that in 1846.’

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 democracy in Britain in 1885 was little different from that in 1846 might include:

- half the population – women – were still excluded on grounds of their gender
- the actual proportion of the population who could vote had risen from 5% to 30%; 40% of all men could not vote
- working men were still scarcely represented as MPs in the House of Commons
- the unelected House of Lords retained its power of veto
- the two main political parties remained the same for all of the period after the formation of the Liberal Party, as such in 1859, and both were still dominated by aristocrats or those who endorsed aristocratic government.

Arguments challenging the view that democracy in Britain in 1885 was little different from that in 1846 might include:

- the electorate had been increased six fold to some 6 million in size by the provisions of the Second and Third Reform Acts
- the 1874 Secret Ballot Act had diminished (although not removed) electoral fraud
- the political parties had changed their public appeal to represent the wider electorate with Villa Toryism and what became known as jingoism
- the 1885 Redistribution Act meant the end of county seats and the creation of constituencies more equal in size. This would reduce the influence of landowners
- the nature of democratic politics changed enormously – the Midlothian Campaign as the first modern political campaign, the Birmingham caucus, the use of filibustering and other tactics in the House of Commons.

Good students should recognise that there are both differences and similarities but they need to form a view as to which was the greater. One line that could be taken is that while the rules had changed, the people in control had not done so – yet. An alternative is that many contemporaries believed they had witnessed profound political change – Derby's famous remark about 'the leap in the dark' over the 1867 Reform Act and Robert Lowe talking about the new electorate as 'our masters' could be mentioned as could the consequent avalanche of Disraelian social reforms in the 1870s.