



A-level HISTORY 7042/1F

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

Mark scheme

June 2023

Version: 1.0 Final



2 3 6 A 7 0 4 2 / 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** Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to the changes caused by industrialisation in the years 1832 to 1860.

[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:

- the consequence of industrialisation was to break traditional employment patterns, which led to social problems as well as campaigns to improve conditions, such as the idea of 'self-help'
- the industrial towns, which effected an increasing proportion of the population, created new problems, particularly the issues of living conditions
- industrialists were more effective than local government and the police in addressing problems
- there was a determination to achieve change through the campaigning of reformers, government commissions, and the self-help movement.

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

- new forms of employment continued to develop through the period, building upon the developments of the early Industrial Revolution. Shipping development and railway construction opened new areas of employment and teams of workers became increasingly large, with older business types, like obsolete forms of transport (eg coaches), going bankrupt
- increased urbanisation caused problems of sanitation, crime and overcrowding; until the late 1840s there was little state effort to address these issues. However, in the later part of the period, there was legislation with limited scope for resolving urban issues
- many employers consistently and effectively opposed union action, making it difficult for workers to effect change, however this should not overlook the existence of reformer employers like John Fielden and other philanthropist industrialists
- government action was limited, and local government made little impact on conditions; however, Peel's tariff reform improved food prices, and legislation, such as housing legislation and the Factory Acts from 1833, had some benefit to groups of urban workers
- there was a growing movement to help workers, shown in the Parliamentary Factory Acts, the Royal Commissions, Chadwick's research, the self-help movement, the cooperative movement and also the Anti-Poor Law and Anti-Corn Law Leagues.

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

- workers feared redundancy at the hands of employers who felt no responsibility to care for the workforce, and in response, turned to alternatives like unions, political movements and entertainments
- the limitations of the Great Reform Act (1832) led some to turn to political movements as a solution for economic difficulties
- larger numbers turned to drink and other entertainments, as well as evangelical religion as alternatives to political movements
- the most important long-term effect was the slow development of trade unions. This was slow because of the unions competing with other social and political movements.

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

- legislation like the Factory Acts was supported by workers' movements, for example the Ten Hour Movement as a way of improving conditions, but until 1850, there was limited reform, limited inspections, and many industries that were not covered by legislation
- political movements, such as the Chartists, the Anti-Poor Law League and Anti-Corn Law League, did emerge and were supported by working-class men and women who sought economic improvement, but they were also supported by middle-class members who had been enfranchised in 1832. The movements did not have the durability of later political organisations
- the number involved in movements may have been small in relation to the population, but the Chartists gained wide-spread support, as shown by the early petitions (though the third petition was discredited)
- drink and cruel sports did concern the middle classes as they became more common amongst the working classes, however, this overlooks the strength of the growing temperance and self-help movements which opposed such activities. The Chartists, for example, had a strong temperance leaning
- despite the repeal of the Combination Acts (1824 and 1825), unions had limited legal standing by 1832. From the early 1830s, unions did start to develop but did not make strong headway until after 1850 with the emergence of model trade unions. Fear of reprisals, evidenced by the impact of the Tolpuddle Martyrs on union activity, made development a slow process. Unions would not gain a secure legal standing until the late 1860s. However, from the early 1850s, the trade union movement was strong and had widespread support and organisation.

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

- the majority of working people, until 1851, were in rural areas and were not radically affected by industrialisation; although urbanisation was occurring, the scope of change was limited
- changing industrial jobs had little impact on society and communities, since there was a balance between social continuity and economic change which maintained a peaceful status quo
- the new employment did not replace the older forms of work and employment, and workshops and villages remained important through the period despite urbanisation
- there was little impact in the political system as power remained in the hands of an elite minority.

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

- there is evidence of a continuation of traditional jobs in the early 1830s and even in the signatories of the petitions of the Chartist movement, however, in the 1830s and 1840s a number of engineering developments, which could be exemplified by railway mania and developments in shipping and steel production, led to new jobs
- the majority workforce until the 1850s was rural, however, their work was affected by the legacy of enclosure and the introduction of new industrial farming methods, so it is overstated to say that communities were not transformed
- communities changed in urban areas because trains allowed the development of suburban middle-class areas, with more working class remaining in the centre of towns. There was also a breakdown of social ties in urban communities as they grew, especially larger cities which experienced migration
- agriculture from rural areas retained its importance in the British economy, and by 1850 was entering a 'golden age'
- the continued influence of political and social elites through political representation, the law, education, property ownership, etc. However, whilst it is valid to show that power remained in the hands of the minority elites, there was a growing political understanding amongst working people and increasing pressure on governments to seek popular support from the middle classes, even before the 1867 Reform Act.

Section B

- 0 2** 'Pitt's main achievement, in the years 1783 to 1806, was to reform the administration of government.'

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 Pitt’s main achievement, in the years 1783 to 1806, was to reform the administration of government might include:

- Pitt focused on administrative reform out of a desire to improve the efficiency of government whilst reducing the cost. His reforms reduced the cost and labour force needed to maintain the government
- Pitt personally set a precedent by refusing sinecures, such as the Clerkship of the Pells, and ensured that other sinecures lapsed
- Pitt ensured that contracts for government work were put out to tender, rather than being awarded to supporters or relatives of politicians
- new government offices were established, such as an Audit Office and Stationery Department. This standardised and centralised bureaucracy
- a Consolidated Fund at the Bank of England gave the government greater administrative control and oversight in financial matters, including tax revenue and government salaries.

Arguments challenging the view that Pitt’s main achievement, in the years 1783 to 1806, was to reform the administration of government might include:

- Pitt did not fulfil all his administrative aims. Notably, he failed to fully reform the administration of the East India Company, and he did not reform the administration of the Royal Navy
- Pitt also focused on economic reform, such as the use of the Sinking Fund. It could be argued that his handling of national debt and government economic policy prior to the war was more important as it enabled the economy to survive a lengthy war with France
- Pitt saw radical protest as a significant threat and used repressive legislation to curb this threat. It is arguable that Pitt would have seen the national stability that he maintained in the face of protest as a significant achievement
- Pitt went from having a weak political position in 1784 to having constructed a strong cabinet into which he had recruited both Tory and Whig politicians. He had also balanced the need to maintain royal support with building the importance of the role of Prime Minister
- Pitt’s government was able to limit the impact of Irish nationalism from the United Irishmen.

Students should address whether administrative reforms were the main achievement of Pitt in the years 1783 to 1806. Students may interpret the idea of main achievement as being the most ‘large-scale’, the most urgent, the change that Pitt would have considered important, or similar criteria. Alternatively, they may approach this by assessing the relative significance of different achievements of Pitt and reaching a view on the overall importance of the administrative reforms. Students may choose to argue that the wide-ranging nature of administrative reforms, which affected government but also the economy and the military, were important as they relate to most other areas of Pitt’s achievements. Alternatively, students may judge importance by the urgency of the reform, for example Pitt’s need to address radical protest and the need to stabilise the economy and see administrative reform as a lesser achievement.

0 3 'In the years 1812 to 1832, governments were only concerned with the need to limit disorder.'

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 in the years 1812 to 1832, governments were only concerned with the need to limit disorder might include:

- that in the years 1812 to 1819, Liverpool's government followed a harsh policy toward the Luddites and then radical protesters demanding parliamentary reform, exemplified by the Six Acts (1819)
- the 1824 repeal of the Combination Acts decriminalised workers combining to protest their working conditions but the 1825 amendment was used to limit the potential of strike actions
- the creation of the Metropolitan Police Force under Wellington was a way of controlling disorder without resorting to the use of the army
- Wellington's decision to pass the Catholic Emancipation Act was partly to avoid the risk of disorder in Ireland due to growth in popular support for Irish nationalist movements
- in 1832, a crucial factor in the passing of the 1832 Reform Act was the spread of rioting, such as the Swing Riots (1830) and the urban rioting in response to the House of Lords rejecting the second bill of the Reform Act (1831).

Arguments challenging the view that in the years 1812 to 1832, governments were only concerned with the need to limit disorder might include:

- in the period 1820 to 1827, there were limited instances of disorder following the passing of the Six Acts, so disorder was not a significant concern for Liverpool's government in this period
- in the years 1815–25, government was focused on economic stability in the wake of war with France. This is exemplified by the use of 1815 Corn Laws and tariff policies in the 1820s
- some reforms to law and order, such as the 1823 Gaols Act and reforms to capital offences, were mainly administrative, with the aim of improving the efficiency of the system, not aimed at preventing disorder
- in the period 1825–30, the issue of Catholic rights, which led to the repeal of the Test and Corporations Act (1828) and Catholic Emancipation (1829), was not only about preventing disorder, but was partly a response to the constitutional tactics used by Irish nationalists as well as genuine support for emancipation from some Tory and Liberal politicians
- in the years 1828–32, parliamentary reform was a key political issue. Although it was connected to the issue of rioting, it was also a political debate with support for reform from within Parliament.

Students should address the degree to which limiting disorder was the main concern for governments in the years 1812 to 1832. In supporting the statement, students may choose to focus on the instances where the government addressed the threat of disorder with repressive actions or legislation, such as the 1819 Six Acts. Students may also show the connection between the concerns over radical protest in the years 1812 to 1819, and the threat of disorder in the years 1828 to 1832, which contributed to the Reform Act, and contrast this with the period of 1820 to 1827, in which there was little significant disorder to concern the government. Some students may only focus on the examples which directly relate to addressing disorder, like the creation of the Metropolitan Police and repressing riots, without considering instances where the disorder was part of a wider political issue, such as Catholic Emancipation. Students may contrast the issue of disorder with examples of policies or actions where governments were motivated by other factors, such as economic necessity. One possible argument is to see concern over disorder as a fundamental factor which explains a range of political and economic decisions in the period.

- 0 4** How successfully did the Conservatives deal with the political and economic challenges they faced in the years 1832 to 1868?

[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 Conservatives dealt successfully with the political and economic challenges they faced in the years 1832 to 1868 might include:

- Peel reacted well to the new political status quo created by the 1832 Reform Act by using the Tamworth Manifesto to build a unified party message. This led to the emergence of the modern Conservative Party
- in the 1830s and 1840s, Peel strengthened the party and presented it as a patriotic option for voters. By the 1841 election, they had won a large share of the new middle-class electorate
- in the 1840s, under Peel's leadership, control in Ireland was maintained in the face of large-scale protests demanding the repeal of the Union by nationalist groups like the Repeal Association
- the Conservative government were able to effectively address economic challenges with legislation such as the Bank Charter Act and reforms to the railways
- under Derby's leadership, with Disraeli's influence, the Conservatives were able to take control of the reform bill presented by Gladstone in 1866, leading to the 1867 Reform Act which favoured their party in rural areas.

Arguments challenging the view that the Conservatives dealt successfully with the political and economic challenges they faced in the years 1832 to 1868 might include:

- many Conservative MPs in the 1841 election campaigned with economic policies that did not match the new image that Peel was presenting, so electoral success does not fully evidence successful change
- the Conservative Party became completely divided over the Corn Laws as well as the political consequences of Peel's policies with Ireland, showing that they were not responding well to change as a political party
- from Peel's fall until 1870, the Conservatives were a weak political force, winning no elections between the 1841 and 1874 elections, and only three short-lived minority governments between 1846 and 1868
- by continuing to support trade protectionism and focusing on representing the landed elites and rural voters, they opposed popular reforms and demands for change. Although Disraeli and Derby passed the 1867 Reform Act, they had not seen the potential for this reform for their political position until the Liberals proposed it
- although the Conservative Party, in the years 1846–68, were involved in some of the legislation developed for industry, for example factory legislation, which won votes, until Disraeli's ministry they were not able to play a leading role in controlling popular legislation.

Students should address whether the Conservatives responded effectively to the political and economic challenges they faced in the period 1832 to 1868. Students may identify the strong start that Peel made from 1832 and highlight the strong position of the Conservative Party in 1841. Answers may also identify the fundamental weakness of the Conservative Party from 1846, with them having little political control, before seeing the Conservatives as adapting well to the changing political situation by providing strong direction for the party at the end of the period. It is possible that students will see greater effectiveness in the response of the Conservatives in the earlier and later parts of the period, in comparison with the period of 1846 to c1866 in which they were a weak force that was struggling to respond to challenges, exemplified by a lack of electoral success. Students may link this to the roles of key leaders, particularly Peel's leadership and Disraeli's role in splitting the party in 1846, as well as his role under Derby.