

## A-level HISTORY

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

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Tuesday 21 May 2019      Afternoon      Time allowed: 2 hours 30 minutes

### Materials

For this paper you must have:

- an AQA 16-page answer book.

### Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Paper Reference** is 7042/1F.
- Answer **three** questions.  
In **Section A** answer Question 01.  
In **Section B** answer **two** questions.

### Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- You will be marked on your ability to:
  - use good English
  - organise information clearly
  - use specialist vocabulary where appropriate.

### Advice

- You are advised to spend about:
  - 60 minutes on Question 01
  - 45 minutes on each of the other questions answered.

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**Section A**Answer Question 01.

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**Extract A**

Between 1860 and 1865, governments did not look for new remedies for old problems but only dealt with new crises caused by a rapidly changing economy and society. Although parliament legislated widely, social policy was basically negative and unconstructive. Such welfare services as the State provided were at minimal cost; in 1870, the government's total spending on welfare – such as factory inspection – was less than £5 million and had only grown slightly by 1885. The only real intervention in factories was to raise the minimum age of child labour from ten to twelve in 1860. The limitations of Victorian welfare policy can be most clearly seen in education. The 1870 Education Act extended government authority over schooling, but it did not improve upon the work already being done by voluntary societies; it only filled in the gaps. There is no evidence here, or in any area of social policy, of a belief in widespread government intervention to benefit the community; only evidence of the dominance of laissez-faire.

Adapted from A J Taylor, *Laissez-faire and State Intervention in Nineteenth-century Britain*, 1978

**Extract B**

There was a lull in social reform in the early 1860s, caused in part by mid-Victorian prosperity, during which social reform no longer seemed so urgent, and in part by governments which lacked strong policies. However, a fresh spate of reforms began when Gladstone set up his first ministry in 1868, and this reforming impulse was continued under Disraeli in 1880. In the 1870s and 1880s, social reform therefore became an increasingly accepted feature of government policy; it was a necessary response to the growing needs of industrialised society. Some ministries, such as Disraeli's from 1874 to 1880, were more distinguished than others in the range of social reforms passed. However, the continuing need for even more legislation in the fields of working and living conditions as well as in other aspects of working-class life, such as education and trade unions, made social reform the rule rather than the exception.

Adapted from E Hopkins, *A Social History of the English Working Classes 1815–1945*, 1991

**Extract C**

From the 1860s it was Conservatives, rather than Liberals, who supported social reform to improve the material condition of the labouring classes. Disraeli's support for social reform had a strong element of vote catching and there is no doubt his plan succeeded. Disraeli was clearly seeking to gain votes in urban areas after the 1867 Reform Act, with his government's action on public health, trade unions and factories. Gladstone, on the other hand, was less concerned with electoral appeal than raising moral standards. He was always anxious to reduce government expenditure and wanted to encourage self-help, for example by setting up the Post Office Savings Bank in 1861. The Education Act of 1870 came out of Liberal concern for working class literacy. The Liberal social conscience also included a dislike of drunkenness but Gladstone always blamed the Licensing Act for his electoral defeat in 1874. When re-elected, from 1880 to 1885, he did little to address social problems.

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Adapted from B H Abbott, Gladstone and Disraeli, 1987

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

[30 marks]

**Turn over for Section B**

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**Section B**

Answer **two** questions.

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**0 2** 'A success before 1793 but a failure thereafter.'

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

**[25 marks]**

**0 3** To what extent did economic policies change in the years 1812 to 1832?

**[25 marks]**

**0 4** 'Popular discontent, in the years 1828 to 1848, was dependent on economic conditions.'

Assess the validity of this view.

**[25 marks]**

**END OF QUESTIONS**

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