



---

AS

# History

Industrialisation and the people: Britain, c1783–1885

7041/1F The impact of industrialisation: Britain, c1783–1832

Mark scheme

---

7041  
June 2016

---

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](http://aqa.org.uk).

June 2016

Industrialisation and the people: Britain, c1783–1885

AS History Component 1F The impact of industrialisation: Britain, c1783–1832

### Section A

- 01** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of Lord Liverpool as Prime Minister? **[25 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:** Answers will display a good understanding of the interpretations given in the extracts. They will evaluate the extracts thoroughly in order to provide a well-substantiated judgement on which offers the more convincing interpretation. The response demonstrates a very good understanding of context. **21-25**
- L4:** Answers will display a good understanding of the interpretations given in the extracts. There will be sufficient comment to provide a supported conclusion as to which offers the more convincing interpretation. However, not all comments will be well-substantiated, and judgements may be limited. The response demonstrates a good understanding of context. **16-20**
- L3:** The answer will show a reasonable understanding of the interpretations given in the extracts. Comments as to which offers the more convincing interpretation will be partial and/or thinly supported. The response demonstrates an understanding of context. **11-15**
- L2:** The answer will show some partial understanding of the interpretations given in the extracts. There will be some undeveloped comment in relation to the question. The response demonstrates some understanding of context. **6-10**
- L1:** The answer will show a little understanding of the interpretations given in the extracts. There will be only unsupported, vague or generalist comment in relation to the question. The response demonstrates limited understanding of context. **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.**

In responding to this question, students may choose to respond to each extract in turn, or to adopt a more comparative approach to individual arguments. Either approach could be equally valid, and what follows is indicative of the evaluation which may be relevant.

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate or challenge.

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

- Bryant argues that Liverpool was resistant to change which was a negative characteristic of a Prime Minister at a time of significant social and economic revolution
- Bryant refers to Liverpool’s experience of the French Revolution as having made him ‘unsympathetic to reform’.
- Bryant describes Liverpool as having a fear of democracy, and regarding those who pursued it as ‘wicked and deluded’ and emphasises Liverpool’s conservatism in the final sentences highlighting his desire to defend the status quo, especially the Church and the monarchy

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

- reference to what might be seen as conservative and repressive legislation: the Corn Law of 1815, the repeal of income tax and the Game Laws of 1816; the suspension of Habeas Corpus in 1817 and the Six Acts of 1819. Such measures could be regarded as the actions of a man who believed the radicals were ‘wicked and wrong’ and he consistently resisted demands for electoral reform
- it seems harsh to denounce Liverpool as the ‘worst’ possible prime minister for the times. Many historians portray the apparently repressive legislation of 1815–1819 as a proportionate and temporary response to the immediate crisis of the radical threat which was used sparingly and only when absolutely necessary
- it also seems harsh to portray Liverpool as a man without sympathy for the poor. He was forced into the repeal of income tax in 1816 by Tory backbenchers – an action which he deplored having to take. Furthermore, on a positive note, Liverpool’s government enacted a series of social reforms which benefitted the working-class such as the 1819 Factory Act and Liverpool was a known advocate of free trade and his government introduced a series of measures to relax restrictions on trade, which set the foundation for future economic growth.

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

- Gash argues that Liverpool was more than a conservative and that he introduced policies which were designed to ‘win the peace’
- Gash argues that Liverpool had an understanding of the economic needs of the nation as trade and industry developed, as well as an understanding of the needs of the working classes
- Gash argues that Liverpool did not act in a class-based manner but in the national interest and that Liverpool was a popular prime minister whose standing was at its peak when he was forced to step down from office in 1827.

---

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

- Liverpool could be considered to have ‘won the peace’ in two ways. Firstly, his policies towards the radical threat were an effective series of measures which, by 1821, had ensured that traditional institutions had survived. Alternatively, ‘winning the peace’ could refer to the more liberal policies after 1821 which have been given the label ‘Enlightened Toryism’
- Liverpool’s government introduced a number of measures to encourage trade and industry, such as the return to the Gold Standard, the Reciprocity of Duties Act (1823), relaxation of trade restrictions on trade with the colonies, and Robinson’s reduction of import duties and indirect taxation. These can easily be seen as laying the foundation for the liberal, free-trade policies of the Victorian period
- Gash may over-emphasise Liverpool’s more liberal acts in order to move away from the traditional perception of him as an arch-conservative. Liverpool was very conservative in a number of ways, not least in his opposition to electoral reform, Catholic emancipation and his support for the monarchy despite the scandal of George IV’s lifestyle and actions such as the Corn Law and repeal of income tax are evidence of measures which clearly benefitted the wealthy classes at the expense of the poor

In conclusion, students may argue that the interpretation offered in Extract A is typical of the traditional negative assessment of Liverpool as Prime Minister. In highlighting Liverpool’s resistance to change and willingness to enact apparently repressive legislation it gives the impression of a reactionary prime minister at odds with the spirit of the times. More recent historians, such as Gash in Extract B, highlight the more liberal measures which Liverpool introduced. The fact that Liverpool was able to remain in office for 15 years at the head of a government, which contained some difficult and antagonistic characters, and guide the country through an unprecedented period of social and economic change is perhaps evidence that the second, more positive, interpretation is the more convincing. However, cogent arguments which support Extract A’s views over Extract B, perhaps on the grounds of the limited nature of ‘liberal Toryism’ and the severe repressive powers granted to Liverpool’s administration should be credited.

---

**Section B**

**02** 'Radicalism did not pose a serious challenge to the government in the years 1783 to 1801.'

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21-25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be 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 suggesting that radicalism did not pose a serious challenge to the government in the years 1783 to 1801 might include:**

- the overall standard of living for people improved in this period, as a result of the Industrial Revolution, and the majority were not prepared to risk their gains by joining in with the radical demands for political change
- the Radical movement was split. There were north-south divisions; a split between Fox and Burke; and differences over aims, e.g. to pursue parliamentary reform or full republicanism
- the radical movement did not have access to significant levels of weaponry
- the radical threat suffered from association with the French Revolution, especially after 1793 when Britain and France were at war and the determined and effective response of the government and loyalist associations prevented the radical threat from escalating. Measures such as the suspension of Habeas Corpus, the Two Acts of 1795 and the Defence of the Realm Act (1798) were effective at controlling the threat of radicalism.

**Arguments challenging the view that radicalism did pose a serious challenge to the government in the years 1783 to 1801 might include:**

- there was a high number of radical working-class organisations established after 1789, such as the Sheffield Corresponding Society and the London Corresponding Society, which were committed to achieving an 'English Revolution' to mirror the French
- Thomas Paine's *The Rights of Man* became hugely influential after its publication in 1791. Paine supported the right of the people to overthrow aristocratic government and establish a republic. The influence of Paine was enhanced due to the increasing levels of literacy amongst the working-class
- the mutiny in the Navy at Spithead and the Nore in 1797 was a serious concern for the government at a time when Britain was at war and national security relied on the strength of the Navy
- despite the government's repressive measures there were significant riots and outbreaks of machine breaking in 1801.

Higher level answers will provide some judgement in direct response to the question, for example they might argue that from the perspective of the 1790s, and in the context of events in France, the radical threat appeared very serious. Levels of violence dramatically increased and the danger of this was increased by the revolutionary ideology that was widely read and circulated at the time. However, with the benefit of hindsight it can be seen that the radical threat suffered from inherent weaknesses that prevented it from providing a serious challenge to the political status quo in Britain. The assertive and effective government response of the 1790s is evidence of the perceived seriousness of the threat at the time but also of the unlikelihood of the radicals from actually achieving significant change.

- 03** ‘Changes in agriculture, in the years 1783 to 1832, brought little benefit to the British people.’

Explain why you agree or disagree with 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 good understanding of the demands of the question. They 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 leading to substantiated judgement. **21-25**
- L4:** 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. The answer will be effectively organised and show adequate communication skills. There will be analytical comment in relation to the question and the answer will display some balance. However, there may be some generalisation and judgements will be limited and only partially substantiated. **16-20**
- L3:** The answer will show some understanding of the full demands of the question and the answer will be adequately organised. There will be appropriate information showing an understanding of some key features and/or issues but the answer may be limited in scope and/or contain inaccuracy and irrelevance. There will be some comment in relation to the question. **11-15**
- L2:** The answer will be 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 suggesting that changes in agriculture in the years 1783 to 1832 brought little benefit to the British people might include:**

- smallholders were often forced to sell up due to the process of enclosure as they could not afford the costs. Some became labourers, many moved to the new industrial towns and cities and the very poorest in agricultural society – squatters and landless labourers – lost out due to enclosure as they had relied on the common land for grazing, small game and wood. Many struggled to find work on the new enclosed farms as there was now a surfeit of agricultural labour
- the depression in British agriculture from 1815 to the mid-1830s caused many tenant farmers to sell up and abandon the land. In the boom years many had taken out sizeable loans which they could not now afford to repay
- improvements to cereal production due to better quality seed, mechanisation, new fertilisers etc. actually meant that, despite the Corn Law, the general trend for prices after 1815 was downwards which contributed significantly to the agricultural depression of those years
- the Corn Law had the effect of keeping prices at a higher level than would have been the case with free trade, which caused the cost of living to remain high which affected the poorer sections of society badly.

**Arguments challenging the view that changes in agriculture in the years 1783 to 1832 brought little benefit to the British people might include:**

- landowners benefitted from enclosure as it enabled them to charge higher rents from their tenant farmers. Furthermore, the value of their land increased dramatically often more than doubling
- landowners and tenant farmers benefitted from the boom caused by the war with France. Prices were high, imports low and a growing population meant greater demand. As a result, profits were high
- a wide variety of machinery was developed in the 1800s, such as Ransome's iron plough, Bell's reaping machine and a more efficient version of Meikle's threshing machine. These machines enabled British farms to achieve the highest productivity per agricultural worker in the world
- the growing industrial towns and cities were supplied with sufficient food as British agriculture became increasingly efficient and productive.

Higher level answers will provide some judgement in direct response to the question, for example they might argue that the overall trend in this period was for greater agricultural productivity due to the enclosure of land and the use of new methods. As a result, the growing towns and cities were fed and the demand from the growing population was met. However, the impact of the various changes had a negative impact on certain sections of the population at different times. Enclosure forced many smallholders and the landless poor off the land. The impact of the war caused prices to rise and the urban poor struggled to afford bread. The agricultural depression which followed the war affected many in rural areas, both rich and poor, negatively.