



A-LEVEL History

7042/1F

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

June 2018

Version/Stage: 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

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, i.e. 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.

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 industrial growth between 1783 and 1812. **[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 Landes' argument, students may refer to the following:

- Landes provides the 'heroic' model of the Industrial Revolution – that it was the result of inventiveness in the later years of the eighteenth century
- these developments started in the cotton industry but were repeated in other industries and led to the factory system
- he views the advances largely as being the adoption of things mechanical and mineral
- the origin of the Industrial Revolution was the inadequacy of older forms of production.

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

- certainly, inventions did happen in this period in the cotton industry such as the power loom which expanded the output of cotton cloth
- inventions can be found in other industries with similar transformative consequences such as Cort's puddling process for wrought iron in 1784. However, these were largely limited to the iron and cotton industries
- examples of new raw materials such as coke instead of charcoal in the iron industry certainly did occur in the Industrial Revolution
- Landes does not offer any explanation here for why it was at this point that the older modes of production were becoming inadequate
- there were many industries which did not transform quickly by the use of inventions or the development of the factory system. Equally others increased production largely through the employment of greater manpower – such as coal mining – although inventions did allow unworkable seams of coal to be worked.

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

- Evans argues that while there were other necessary conditions, the Industrial Revolution happened first in Britain because of its comparative topographical and mineral advantages; 'no other nation' had all of these in combination
- Evans emphasises the role of transport by citing the navigable rivers and the lack of any "impassable terrain"
- Evans stresses the importance of provision of sources of power with fast flowing streams and later coal
- Evans does accept that other economic and demographic factors were necessary to provide the demand and the workforce for rapid growth.

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

- Evans does carefully balance his argument for geographic and mineral factors by reference to other economic and demographic motives
- coal was certainly available in nearly all the key areas of Great Britain and instances of the importance of this – for example in the iron industry in South Yorkshire – could be cited
- the need for a secure food supply is important and regional specialisms like grain in the south east and pastoral farming in the north and west could be cited
- the rapid population growth is certainly supported with estimates of population increase roughly 8 million to 10 million between 1783 and 1811 in England and Wales
- by focusing only on domestic issues, the extract ignores the influence of external factors, such as the supply and demand for goods from overseas.

Extract C: In their identification of Hobsbawm’s argument, students may refer to the following:

- Hobsbawm emphasises the role of trade in the growth of industries in Britain from 1775-1800
- in particular, he stresses that Britain was the most successful of the European states in developing its colonies and trade with undeveloped countries
- in this, he emphasises the role of the slave trade triangle in encouraging demand for British goods
- he accepts that the growth of the domestic economy was slow but that the expansion of the international trade led to the Industrial Revolution.

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

- trade clearly played a vital role in industrial development in providing markets, but more widely than the extract allows. For example, it provided raw materials like sugar and a former colony, the USA, provided cotton
- another benefit of international trade was the gaining of profits which were reinvested in industry through the development of banking. Profits from trade were greater than profits from industry
- the slave trade in particular was an important component in the Atlantic trade – but this overlooks trade and income gained in the East Indies which was even more profitable
- the UK certainly strove to seize control of economic markets, both in terms of the formal empire – like the West Indian islands – and the informal empire, for example in South America
- the extract does not account for how Britain was able to develop these industries. For example, demographic studies have shown that early marriage enabled by industrial incomes led to a growing workforce able to fulfil the needs of growing industry.

Section B

02 How important were ideas and beliefs in pressure for change in the years 1812 to 1832?

[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 pressure for change came more from ideas and beliefs between 1812 and 1832 might include:

- the growing nonconformist religious groups produced pressure for change through their beliefs in Christian social justice and religious toleration. They did achieve the repeal of the Test and Corporation Act in 1828. The Gaols Act of 1823 was certainly influenced by the nonconformist Elizabeth Fry
- the paternalist beliefs of Anglican evangelicals, like Wilberforce, were prominent in the Anti-Slavery movement and by extension in the campaigns against animal cruelty
- economic and political Liberalism among some Tories was a major pressure for change and saw reforms like the Reciprocity of Duties Act and the Metropolitan Police Act
- ideas of socialism and greater economic equality gained expression via Robert Owen in various movements like the Owenite Communities and influenced some trade unionists
- Tory radicals who wanted to change society back to reflect traditional values such as Cobbett (supporting agricultural labourers) and Richard Oastler (promoting factory reform) played a significant role as shown by the sales of Cobbett's Political Register.

Arguments challenging the view that pressure for change came more from ideas and beliefs between 1812 and 1832 might include:

- the continued increase of industrial workers created profound pressure for change in economic policy, particularly in the demand to repeal of the Corn Laws to reduce high food prices. The sliding scale of 1828 was in part a response to this pressure
- rising urban standards of living enabled workers to try to join trade unions and contributed to the pressure leading to the repeal of the Combination Act in 1824 and encouraged changing farming methods like the threshing machine
- urbanisation due to migration and earlier marriages in towns led to a rapid increase in population – 1.3% per year in the 1810s and 1.5% in the 1820s. This assemblage of working people suffering bad living and working conditions led to demands for change
- the growing numbers and wealth of the middle class produced pressure for change, favour, for example the formation of political unions from 1829 demanding a wider franchise
- technology also produced pressures for change; improvements in steam locomotion was producing a demand for railways to be authorised and built to replace canals.

Good answers could consider the difficulty of comparing the influence of ideologies with economic and social factors on the demand for change. There is a strong argument to make that economic and social pressures help to form ideas and beliefs and create support for them – the rise of democratic ideas can be seen as a product of urbanisation. Alternatively, it could be argued that while Owen's communities involved relatively few people, his ideas did influence the early trade union movement. Up to 1832 the social and economic pressures only made limited progress on social issues whereas the ideological pressures produced much legislation like tariff reform, greater religious toleration and arguably the Reform Act of 1832. However again, it could be argued that the legislation was produced for expediency due to fears arising from the pressure of social and economic issues.

- 03** 'The Whigs were more successful than the Tories in their social and economic reforms between 1833 and 1853.'

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 the Whigs were more successful than the Tories in their social and economic reforms between 1833 and 1853 might include:

- the Whigs introduced Education Acts in 1833 and 1839 which gave state money to support charitable education and established teacher training colleges and inspections
- Whig governments introduced Factory Acts in 1833, 1847 and 1850 which effectively created a 10 hour working day for all textile workers
- the Whigs were responsible for the 1834 Poor Law Amendment Act which tried to ensure the poor had basic care and encouraged them to work by the principle of less eligibility
- the Whigs introduced the 1835 Municipal Corporations Act which allowed industrial towns to become corporations and better address policing and public health issues
- the Whigs introduced the 1848 Public Health Act which had some impact in improving conditions in towns.

Arguments challenging the view that the Whigs were more successful than the Tories in their social and economic reforms between 1833 and 1853 might include:

- Tory paternalist MPs like Lord Ashley largely lay behind the factory reform legislation, such as the 1833 Factory Act, although many of these acts were actually passed by Whig governments
- Whig factory acts were largely restricted to textile workers; the Tories in 1842 passed a Mines Act to restrict the employment of women and children underground
- the 1834 Poor Law Amendment Act was associated with trying to minimise the costs of the poor and the workhouses were universally hated by the poor. The system of less eligibility failed due to the extent of demand
- the Tories focussed on improving the economic condition of the poor between 1841 and 1846 by reducing indirect taxation, introducing cheap train travel, repealing the Corn Laws and reintroducing the income tax. Standards of living did rise
- the Municipal Corporations Act of 1835 and the Public Health Acts had a limited impact. Only 29 boroughs took any action about public health before 1848. The 1848 act was a largely permissive measure.

Good answers will find several routes open to explore this question in a sophisticated way. Students may simply compare the achievements of the Tory governments (largely 1841–6) with the Whigs (largely in power otherwise). Alternatively, they may recognise that Whigs and Tories had influence outside government (like Shaftesbury) or that party membership was fluid (many Peelite Tories joining Whig governments after 1846). Equally the condition of the poor was measured in different ways; for the Whigs it was partly to improve their desire to work and use 'scientific' methods, for the Tories it was either to address their basic needs or to improve their financial position.

04 'The Fenian movement achieved little in the years 1858 to 1885.'

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.

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- 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 Fenian Movement achieved little in the years 1858 to 1885 might include:

- The main aim of the Fenian movement – an independent Irish republic – was never achieved
- Before 1867, the Fenians gained support but achieved very little, in part due to the actions of English spies, arrests of leaders and the closing down their newspaper
- the Fenian Rising of 1867 was a shambles and failed to achieve its objectives
- the attempts to spread the campaign to England and to release prisoners led to an increased by the British to resist change and provoked repression like the Coercion Acts of 1871 and 1881
- the Phoenix Park murders in 1881 by Fenians undermined the Kilmainham Treaty and weakened the IRB and so many Fenian leaders drifted into Parnell's Home Rule movement.

Arguments challenging the view that the Fenian Movement achieved little in the years 1858 to 1885 might include:

- the treatment of the Fenian prisoners after the 1867 rising led increased sympathy for them and led to the Amnesty Association and eventually Butt's Home Rule Party which could achieve improvements
- the concessions made by Gladstone in 1868–74 such as the Irish Church Act may well be seen as responses to the Fenian uprising
- the Fenians decision to support issues of land reform and use militant methods in the "New Departure" of 1879 led to concessions like the 1881 Second Land Act and the 1882 Arrears Act, and increased popular support for their goals
- the Fenians' agreement with Parnell was important in giving him a broad spectrum of support within Ireland and increased his leverage in parliament
- the Fenians' activities in Ireland meant that the republican movement gained funds and international support which built a solid base for the future.

Better answers will recognise that although the Fenians failed to achieve their main objective of self-rule for Ireland, it is clear that they had some achievements in gaining reforms from English politicians like Gladstone who wanted to pacify Ireland and in promoting greater self government for Ireland. Thus the focus of good answers will be on extent – were their achievements little or more substantial?