



A-level HISTORY 7042/1F

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

Mark scheme

June 2024

Version: 1.0 Final



2 4 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.

No student should be disadvantaged on the basis of their gender identity and/or how they refer to the gender identity of others in their exam responses.

A consistent use of 'they/them' as a singular and pronouns beyond 'she/her' or 'he/him' will be credited in exam responses in line with existing mark scheme criteria.

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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 significance of the impact of the 1832 Great Reform Act over the next 30 years.

[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 Reform Act set Britain on the path to gradual, non-violent change
- in the short term, it protected the status quo by decapitating the radical movement
- in the long term, it led to the gradual realisation that further reform would happen
- the middle class, over subsequent decades, began to dominate parliament.

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

- certainly, Britain's history after 1832 was a story of gradual, non-violent political change in Britain; this could be challenged with reference to Ireland; it could also be attributed to causes other than the 1832 Reform Act
- it can be argued that the Reform Act turned the middle-class poachers into gamekeepers and ultimately led to the Conservative Party as the alliance of land and industry
- politicians did enfranchise the working man, but the element of 'trust' and the time scale is questionable – in 1867 only the wealthiest working men gained the vote
- 'non-violent change' is questionable – Chartism was associated with violence in the Newport Rising and there were troubles in Ireland to achieve change within this period with Young Ireland and the Fenians. This does not suggest non-violence in all cases
- other acts could be plausibly seen as candidates for the 'pre-eminent piece of legislation in the nineteenth century' – for example the 1846 repeal of the Corn Law saw a key piece of economic legislation where middle-class interests were prioritised and the 1867 Second Reform Act represented a much larger change in the nature of the electorate.

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

- the Reform Act was only part of a wider change in the purity of politics which started before 1832 and continued thereafter
- examples of these longer-scale trends included the rise of modern political parties and the influence of the press and public opinion
- corruption was reduced but some proprietorial boroughs survived 1832 and new industrial ones were added
- aristocrats still exercised political influence and money could still be used to buy influence.

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

- there were some changes in the nature of politics which predate 1832 – other examples like Catholic Emancipation (1829) and the repeal of the Corporation and Test Acts in 1828 could be instanced
- the formation of modern parties was certainly accelerated after 1832 with the development of political organisations and fund-raising mechanisms which the Reform Act encouraged by the need to try to pay for revising barristers for instance. The Tamworth Manifesto was prompted by the need of the Conservatives to coalesce around an agreed position to the Reform Act
- the press arguably was little changed by the Reform Act – stamp duty only ended in 1855; popular opinion arguably was little more successful after 1832 than before as shown by the Chartists' short-term failure to achieve their goals
- the survival of proprietorial boroughs was only where they were increased in size and were so less corrupt as there was simply more people to bribe. The very worst of the rotten boroughs were swept away like Old Sarum
- the importance of the Reform Act itself can be argued to be underplayed. Certainly, it seems a turning point in class relationships between aristocracy, bourgeoisie and workers.

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

- the Reform Act spawned the Chartist movement as a reaction against its thinking
- this was because much had been promised by the reformers, but this had not turned out to be the case
- both moderate and radical reformers came together in resistance to the new status quo movement
- Chartism and its successors marked a new way of thinking separate from that in the Reform Act. There was no real continuity in the campaign for greater democracy.

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

- the Reform Act's final terms were a disappointment to the radicals – many small boroughs survived simply by having their boundaries extended and only really the middle class gained the vote
- the Reform Act produced a parliament which disregarded radical hopes – like the Ten Hours Movement and the implementation of the aggressive Poor Law Amendment Act
- the Reform Act may seem to have strengthened the existing political system by adding the middle class into the governing classes but arguably it also weakened the elite; the 1846 Repeal of the Corn Laws illustrated that the political system was not that united, as did the political confusion of the Age of Equipoise
- the radical movement was not completely deprived of middle-class leadership by the Reform Act; moreover, although middle-class people joined the Anti-Corn Law League this did not mean they were opposed to a wider suffrage
- the discontinuity is undermined in part by the continuation of both moderate and more extreme radicals in the Chartist movement and the Reform League. Many of the campaigners before 1832 would have shared the same objectives as the Chartists.

Section B

0 2 'There was significant pressure for political change between 1783 and 1820.'

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 there was significant pressure for political change between 1783 and 1820 might include:

- there were incidents of public violence in connection with political change, such as Spa Fields in 1795, and even outright rebellion in the case of Ireland and Wolfe Tone's rising in 1798; the 1810s had its Spa Fields meetings and most famously the Peterloo Massacre of 1819
- politicians felt that they had to make considerable efforts to address the issue of political change – from 1783 to 1793 by Pitt's reforms of the political system and after 1793 by the use of repression by both Pitt and Liverpool, eg the Suspension of Habeas Corpus
- the existence of radical groups, such as the Corresponding Societies in the 1790s and the Hampden Clubs after 1812, showed that there was pressure for change
- the success of Thomas Paine's 'The Rights of Man' after 1791, William Cobbett's 'Political Register' in the 1810s and the unstamped press generally indicates that there was a widespread appetite for political change
- the example of the French Revolution led to a belief that political change was achievable and encouraged pressure.

Arguments challenging the view that there was significant pressure for political change between 1783 and 1820 might include:

- the Whigs, under Fox and later Grey, were never able to command a Commons majority in this period and increasingly were unable to apply pressure for political change
- the existence and large membership of groups loyal to the monarchy and political system – the Loyalist associations in the 1790s which outnumbered their radical rivals – suggest that there was a lack of pressure for change
- the success of books like Burke's 'Reflection on the Revolution in France' shows that many were concerned about the revolutionary danger of reform and so were not supportive of political change
- Radicalism largely did not ever challenge the political system effectively. There were few plots to overthrow the state by radicals and these were very marginal, eg the Cato Street conspirators
- Wolfe Tone apart, most incidents were not dangerous and had happened infrequently. The measures of the government, such as Pitt's 'Terror' and the Six Acts were overreactions. This was reflected at Peterloo when a large but peaceful meeting became a massacre due to panic measures by local authorities.

Stronger answers will address whether the pressure, which certainly existed, was really significant. Students may choose to assess the relative significance of different types of pressure but then reach a view on the overall scale of pressure. They could support the argument by pointing out the existence of radical groups pressing for political change or challenge it by showing that these were often outnumbered by the supporters of loyalism and that the potency of these groups was greatly overestimated by the state. It is possible that students may take an approach of comparing the significance of pressure for political change with the significance of economic or social change. Some answers may interpret significant as 'large-scale' or an equivalent and should receive some credit for this approach.

- 0 3** To what extent did landowners benefit more than any other social group from economic developments in Britain in the years 1783 to 1812?

[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 landowners benefited more than any other social group from economic developments in Britain in the years 1783 to 1812 might include:

- rising population and the French Wars led to less foreign competition and inflated food prices and thus rents
- enclosure allowed landowners to increase the size and efficiency of their estates
- some benefited by gaining income from urban and mining estates – rents for houses and factory sites, and increased revenue from mining royalties – or investing in canals or trading companies
- landowners had the capital to invest in new methods of farming and production levels rose – in the eighteenth century the number of people which the production of one farm labourer could support rose from 1.7 to 2.5
- certainly, aristocrats did better than many groups of working people who lost their livelihoods in the countryside and moved to towns or found that machines replaced their jobs.

Arguments challenging the view that landowners benefited more than any other social group from economic developments in Britain in the years 1783 to 1812 might include:

- landowners faced increasing poor rates due to these economic changes and the number of mechanical improvements they could invest in was small; also, the returns of their investment in enclosure depended on high prices from wartime conditions
- small landowners – peasants and yeomen – declined in number, becoming tenant farmers or migrants to towns. Not all landowners benefited – only the large ones
- the middle classes certainly benefited from the changes as they grew rich from running industrial enterprises, sometimes by introducing machinery into their factories
- the middle classes also benefited from the changes because they were involved in commercial enterprises like banks, trading companies and shops which technological, demographic and state trading policies assisted
- while there were problems for many working people, factory workers certainly gained higher wages and paid work was available for women and children to support family incomes.

Students will probably disagree with the statement as the middle classes were the most visible beneficiaries of Pitt's trading reforms and the rise of towns and factories. However, there is a good case for landowners – and most certainly the large ones – which stronger answers may distinguish from yeomen and peasants who suffered. Large landowners benefited hugely by rising rents based on the growing demand for food due to population growth, the possibility of extending and rationalising their estates by enclosure and indeed they benefited indirectly from industrialisation through urban rents and mining royalties. Moreover, they did not suffer from the trading problems caused by the Napoleonic Wars, unlike the middle and working classes. Stronger answers may recognise that landowners did not only include the aristocracy and gentry, but also the smaller landowners, and the latter group did not benefit from enclosure nor did they have the capital to invest in improved farming methods.

0 4 'Economic growth was the most important reason for the improvement in the lives of British people between 1846 and 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.

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 economic growth was the most important reason for the improvement in the lives of British people between 1846 and 1885 might include:

- the Great Victorian Boom of 1850 to 1873 has been seen as leading to an incontrovertible rise in wages for most workers
- the movement to free trade after 1846 had a deflationary effect on the price of goods. These two factors played a major role in increasing life expectancy and lowering infant mortality rates
- government revenue increased despite fall in tax rates; thus, there was more spending on education grants and eventually a state education system. This meant that literacy rates increased
- economic improvement allowed funding of great public work schemes by private companies which improved life, such as the new sewers in London built by Bazalgette (1858–1875) and the great reservoirs and pipes which provided clean water for industrial cities
- the construction of railways brought enormous benefits; the rise of annual holidays at seaside resorts for the better-paid working class. Milk was also fresher and in more plentiful supply due to railways.

Arguments challenging the view that economic growth was the most important reason for the improvement in the lives of British people between 1846 and 1885 might include:

- the Great Victorian Depression after 1873 led to large scale unemployment and falling wages in both industry and agriculture. Thus, the improvement was not consistent throughout the period
- not everyone benefited from economic advance; for example, most working women still worked in the sweated trades or domestic service and there was little improvement in conditions for them. Equally, there was no redistribution of wealth by taxation so the rich tended to gain more of the benefits than did the mass of the people
- the enfranchisement of the skilled working classes and then householders did mean that most families had the right to vote and politicians had to address concerns of all classes (apart from women) which could be held to have led to legislation on public health, social housing and factory conditions. These greatly improved the living and working conditions of many workers
- trade unions did make progress over this period. By the end of the period many more workers – including unskilled workers – were joining trade unions. However, this had little impact for the mass of workers by 1885 who were not in unions
- the rise of literacy was not only due to government legislation but the activity of voluntary movements. Some might see the rise of mass literacy and the rising horizons that gave ordinary people as the most important change of all, allowing the questioning of religious and political leaders, the rise of a popular press and the need to ‘educate our masters’.

Students have a very wide range of alternatives to explore here to challenge the role of economic progress and can of course challenge how widespread and long lasting the impact of these effects were; economic change may have helped working men in industry but agricultural labourers and women did not share equally in this improvement. Stronger responses are likely to find ways of comparing factors – for example they could argue that economic factors allowed the other changes to take place. Conversely, economic progress did lead to continued urbanisation and pollution and so was not such a positive improving factor as, for example, the enfranchisement of the working classes.