

# AS History

7041/1F-Industrialisation and the people: Britain, c1783–1885

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

Mark scheme

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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)

## 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.

**Industrialisation and the people: Britain, c1783–1885**

**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 the influence of the French Revolution on political reform in Britain between 1789 and 1800? **[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 Philp’s argument, students may refer to the following:**

- Philp argues that the French Revolution had a critical impact on politics in Britain; this impact was in slowing the progress of political reform
- the reason for this is that the Revolution led the Liberals to change from attacking the Crown to joining with Conservatives to oppose the people’s claims for democratic rights
- the French Revolution obliged the elite to recognise the power of the people but they still refused to give them democratic rights.

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

- Liberals had been hostile to royal prerogative powers in the 1780s, such as George III’s control over ministers
- however, some at least were also campaigning in the 1780s for electoral change, like Wyvill, which would have reduced the power of the political elite by abolishing rotten boroughs, for example
- certainly, many former Liberals did turn to oppose reform in the light of the events in the French Revolution after 1793, influenced by Edmund Burke’s Reflections on the Revolution in France, and turned up in the Volunteer Movement
- Philp tends to overlook those members of elites, like the Whigs, who were still willing to grant democratic rights to the people after the French Revolution, like the later Earl Grey and his Society of the Friends of the People.

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

- the French Revolution had little effect on British politics except to give some impetus to radicalism
- Radicals retained a similar constitutional reform programme to that adopted before the French Revolution
- the social and economic programme of Paine was not adopted by the Radicals.

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

- the sale of Paine’s book probably reached 200,000 copies in three years which suggests it had more of an influence than Brown allows on radicalism
- some radicals did adopt social and economic objectives, such as those involved in the combinations or in the Corresponding Societies which wanted to lower taxes
- there were few outright revolutionary challenges in Britain to ‘respectable’ society although this may have been due to Pitt’s Repression rather than any lack of influence; however, Wolfe Tone’s United Irishmen were strongly influenced by the French Revolution
- the radical movement did include many middle class members and probably on balance, Brown is right to say that a majority were not republicans.

In arriving at a judgement as to which extract provides the more convincing interpretation, answers may simply address the basic point about whether the French Revolution did or did not have an impact on British politics. However, better answers will explore whether any possible influence was to be found amongst the leaders of society, as Philp suggests, or on the radical movement, as Brown argues.

## Section B

- 02** 'Between 1784 and 1812 the most important social change was the growth of the industrial workforce.'

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 between 1784 and 1812 the most important social change was the growth of the industrial workforce might include:**

- the numbers of workers in the industrial workforce grew
- the urban population grew by 400,000 between 1801 and 1811, largely made up of industrial workers; this was associated with the emergence of large areas of slums in industrial towns with harmful effects on public health and life expectancy
- the rise of large scale employment led to growing support for workers' organisations like friendly societies and trade unions. 25% of adult males belonged to friendly societies at the end of the period
- the growing numbers of workers in towns strengthened the argument for a redistribution of seats away from the old pocket and rotten boroughs to large towns.

**Arguments challenging the view that between 1784 and 1812 the most important social change was the growth of the industrial workforce might include:**

- while the industrial workforce did grow in number, the most conspicuous change was in their character; instead of living in the countryside as domestic workers, they more often lived in towns and worked in factories
- the numbers involved were not yet that large. Perhaps 25% of the population lived in towns and many of the inhabitants were servants or middle class
- changes in other social groups could be argued to be more important, such as the decline of the agricultural labourers or the rise of the middle classes whose increasing wealth was making them potential rivals to the aristocracy in society and politics, whereas the industrial workforce was not that strong
- the rise of nonconformity and non-attendance at churches could also be seen as a more significant trend as it impacted on a key social institution and affected all classes; Methodism which claimed 350,000 members in 1812.

Better answers will find ways of either comparing the growth of the industrial workforce with other factors. One route would be to argue whether the changing composition of the workforce was more important than their increasing numbers. Another would be to compare the growth of the industrial workforce to a few of the other great contemporary social trends in terms of other social groups or religious developments. Better students may identify ways to compare the importance of changes, such as the numbers involved, or the consequences for society. Answers should, wherever possible, support their arguments by evidence or example.

**03** 'In the years 1812 to 1832, economic growth was due to the spread of new technology.'

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 in the years 1812 to 1832, economic growth was due to the spread of new technology might include:**

- the wider adoption of improved cotton power looms; in 1803 2,400; in 1833 100,000 – increased cloth production
- iron – in 1828 the hot air blast of Neilson produced better quality iron by the use of coal rather than coke
- coal; a safety lamp and better ventilation systems allowed ‘gassy’ seams of coal to be mined which allowed production to increase
- railways – locomotives developed so that larger amounts of coal could be moved especially on colliery railways and encouraged coal production to supply the engines.

**Arguments challenging the view that in the years 1812 to 1832, economic growth was due to the spread of new technology might include:**

- in key industries, the growth was due to simply employing more people. In mining, productivity was scarcely altered as there were no technical improvements in actually hewing the coal
- population increase meant that there was a growing supply of workers to be employed but also increased demand. Demand also increased as disposable incomes rose as standards of living improved
- overseas demand increased with free trade measures in the 1820s
- agricultural change enabled a growing urban population to be fed.

Better answers may recognise that while the adoption of new technologies was important in the more famous industries of the industrial revolution, most industries still relied on traditional technologies and output increases were obtained largely by expanding the labour force. They may also point out that the hot blast was introduced in 1828 and so its effect was perforce limited to the end of the period. Alternatively, the heroic version of industrialisation overlooks small-scale changes in technology in all industries which increased production and quality. Such changes would need to be present to account for the ability of manufacturing industry to meet growing demand. Others might argue that rather than there being a chicken and egg relationship between demand and production, they are mutually dependent.