

AS

# HISTORY

7041/1F: Industrialisation and the People: Britain, c1783-1885  
Report on the Examination

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7041  
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## General

The standard of entry for this option varied greatly, with some excellent papers and some disappointing ones. Students showed good knowledge of political issues but were less secure on economic matters. This is a trend remarked upon in each year's report. However, there was no appreciable difference in the performance of students. This is disappointing in an option entitled "Industrialisation and the People".

Nearly all students made a valid attempt at the paper.

### Question 01 - Extracts about Pitt the Younger as Prime Minister 1783-1793

Nearly all students approached the question by dealing with the extracts in turn and then writing their comparison at the end. Most students focused on "convincing interpretation" and actually tried to fulfil the task required in the command words. Disappointingly, a few less able students still talked about provenance and the tone of the extracts, mixing up the skills required for Paper 2 (AO2) rather than Paper 1 (AO3).

Many of the better students picked up on the key difference in interpretation between the two extracts. This was that Pitt was "fortunate" in terms of the position he inherited in Extract A or that Pitt was showed "strong leadership" in Extract B. Most tended to agree with Extract B but many students accepted that Pitt was "fortunate" for a reason unstated in A – the support of the King.

Most students remembered to make specific reference to the extract to support their argument but some took references out of context. For example, many students argued that Extract A claimed that Pitt had no financial skill. However, the argument actually stated that "commercial prosperity" was "more important" than financial skill in dealing with the national debt. Very few students picked up on the "underlying strength of the British economy" by reference, in particular, to the growth of the cotton industry at this time. This lack of knowledge of economic trends meant that many students were unable to see the value of the case in Extract A.

### Question 02 - 'The main result of industrialisation, in the years 1812 to 1832, was social discontent.' Explain why you agree or disagree with this view.

This question achieved slightly lower than average marks compared with 01 and 03 which were more consistently answered. However, it was attempted by twice as many students as 03 and seemed to be the question of preference for less able students, to whom it appeared to offer less challenge. Many students were able to talk about social discontent in the period and instanced the Luddites and Swing rioters. Others were able to point to the social discontent shown in key post-war events such as Peterloo. However, many less able students were only able to talk about the miserable conditions in the period in rather generalised ways.

More able students were able to bring forward other results of industrialisation. Many simply pointed to the growing output of goods and wealth in Britain. Some went further than listing inventions but showed the impact that these inventions had. The strongest answers tended to argue that these benefits were unequally shared and that this led to the rise of the middle class.

Some students recognised that industrialisation brought growing demands for enfranchisement and argued that the Great Reform Act owed its origin to the changes wrought by industrialisation.

More able students managed to engage in an effective debate about the main result by comparing different factors. One way was to argue that social discontent was important only inasmuch as it led to permanent political change.

**Question 03 - 'In the years 1812 to 1827, demands for political reform failed because of the weaknesses of the radical movement.' Explain why you agree or disagree with this view.**

Despite being the less popular choice, this question was, on the whole, answered better than 02. This may be because it attracted more able students who had a good knowledge of radicalism and its failings. Most of the students decided that the demands for political reform failed because of the strength of the opposition to such change, with some offering the negative impact of the French Revolution on public opinion as an example.

Most students were aware of Peterloo, possibly because of the recent film, but they did see the events of Peterloo as evidence of consistent national government repression. It was associated with the Six Acts. Very few students considered that the event was mishandled locally and the Six Acts came later. Less able students also saw Swing rioters and Luddites as demanding political reform.

Nearly all students were able to suggest other reasons for the failure of political reform apart from the weaknesses of the radical movement. These included effective repression and economic improvements after the post-war depression. More nuanced answers showed an appreciation of change over time and saw that government policy changed according to circumstance. Thus there was repression in the first half of the period but a more reformist attitude thereafter. This was seen as being brought about by changing economic circumstances.

### **Mark Ranges and Award of Grades**

Grade boundaries and cumulative percentage grades are available on the [Results Statistics](#) page of the AQA Website.