

AS

# History

Paper 1F Industrialisation and the People: Britain, c1783–1832  
Additional Specimen Mark scheme

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Version: 1.0

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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)

**AS History Paper 1 Specimen Mark Scheme****1F Industrialisation and the People: Britain, c1783–1832****Section A**

- |          |          |   |                   |
|----------|----------|---|-------------------|
| <b>0</b> | <b>1</b> | With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of the impact of the French Revolution on Britain? | <b>[25 marks]</b> |
|----------|----------|---|-------------------|

*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**

- |            |   |              |
|------------|---|--------------|
| <b>L5:</b> | 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.   | <b>21-25</b> |
| <b>L4:</b> | 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. | <b>16-20</b> |
| <b>L3:</b> | 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.  | <b>11-15</b> |
| <b>L2:</b> | 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.  | <b>6-10</b>  |
| <b>L1:</b> | 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.  | <b>1-5</b>   |
|            | Nothing worthy of credit.   | <b>0</b>     |

## 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 Thompson’s argument, students may refer to the following:**

- there was a conservative reaction from the ruling classes
- the middle classes supported this conservative reaction
- the working classes were politically radicalised
- all reform was delayed.

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

- the impact of the ideas such as Burke and Paine
- repressive measures passed by successive governments: Combination Acts; 6 Acts; suspension of Habeas Corpus
- growing fear of radicalism as the French Revolution developed into the Terror
- growth of Owenite socialism
- working class political agitation and reaction: Hunt and Peterloo
- the continuation of middle class radicalism: Fox and the Whigs; Bentham
- the link between economic distress and unrest.

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

- the middle classes demanded reform to gain political rights
- the working class who also wanted reform but for economic reasons
- after an initial period of reaction, there was a considerable amount of reform.

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

- the continuation of middle class radicalism: Fox and the Whigs; Bentham
- the impact of the ideas such as Burke and Paine
- growth of Owenite socialism
- working class political agitation: Hunt and Peterloo
- the links between economic distress and calls for political reform
- fears about the French Revolution, especially as the Terror developed, limiting attempts at political reform: i.e. Pitt
- the limited nature of reform: i.e. not influenced by the arguments of Natural Rights.

Students may show that both extracts acknowledge that the French Revolution did foster calls for political reform in Britain. They may identify that Extract A argues that it was the working class who were radicalised rather than the middle classes in Extract B. Which extract they argue is more convincing may be determined by the importance they place on either ideas or economics in encouraging change.

**Section B**

<b>0</b>	<b>2</b>	'Industrialisation produced few benefits for the working class between 1790 and 1830.'
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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**

- |            |  |              |
|------------|--|--------------|
| <b>L5:</b> | 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.   | <b>21-25</b> |
| <b>L4:</b> | 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.   | <b>16-20</b> |
| <b>L3:</b> | 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.   | <b>11-15</b> |
| <b>L2:</b> | 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. | <b>6-10</b>  |
| <b>L1:</b> | 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.   | <b>1-5</b>   |
|            | Nothing worthy of credit.  | <b>0</b>     |

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**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 industrialisation produced few benefits for the working class between 1790 and 1830 might include:**

- the problems of urbanisation including disease
- ongoing poverty and low life expectancy
- food shortages
- the impact of the Combination Acts which restricted improvements in the workplace
- the on-going issue of child labour
- the views/activities of the Luddites and other opposition etc.

**Arguments challenging the view that industrialisation produced few benefits for the working class between 1790 and 1830 might include:**

- improvements to canals and roads helped bring down the cost of food
- wages rose during the period
- improving infant mortality rate
- the greater security offered by industrial in comparison to agriculture
- the work of some industrialists such as Robert Owens.

Good answers are likely to balance economic improvements with other issues. They are likely to conclude that although there was more economic security, quality of life did not really improve except in isolated incidences.

**Section B**

**0 3** 'The Tory party between 1812 and 1832 was wholly divided.'

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**

- |            |  |              |
|------------|--|--------------|
| <b>L5:</b> | 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.   | <b>21-25</b> |
| <b>L4:</b> | 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.   | <b>16-20</b> |
| <b>L3:</b> | 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.   | <b>11-15</b> |
| <b>L2:</b> | 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. | <b>6-10</b>  |
| <b>L1:</b> | 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.   | <b>1-5</b>   |
|            | Nothing worthy of credit.  | <b>0</b>     |



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**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 Tory party was divided between 1812 and 1832 might include:**

- the divisions over catholic emancipation which went back to Pitt and came to a head in 1828
- personal dislike and rivalry between ministers i.e. Canning and Castlereagh
- the collapse of unity after Liverpool's death leading to the 1830 election defeat
- the growing divisions between the rural aristocracy and new industrialists on economic policy: i.e. free trade; corn laws.

**Arguments challenging the view that the Tory party was divided between 1812 and 1832 might include:**

- Liverpool's careful management which unified the party enabling the government to stay in power
- support for the Crown remained consistent: i.e. through the Queen Caroline affair
- resistance to parliamentary reform throughout the period: suspicion of Radicals; fall of Wellington administration
- domestic policy which aimed to keep order was uncontroversial: i.e. both repressive policies in 1810s and 'liberal' policies of the 1820s were supported.

Students may conclude that there were tensions and divisions within the Tory party but it is an exaggeration to claim it was wholly divided given the skilful leadership of Lord Liverpool.