

**AS**  
**HISTORY**  
**7041/1F**

Industrialisation and the people: Britain, c1783–1885

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

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Mark scheme

June 2022

Version: 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 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.

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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** With reference to these extracts and your understanding of the historical context, which of these two extracts provides the more convincing interpretation of the radical movement in Britain in the years 1789 to 1801?

**[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.**

Students must assess the extent to which the interpretations are convincing by drawing on contextual knowledge to corroborate and challenge the interpretation/arguments/views.

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

- the French Revolution radicalised the British working classes, leading to a radical movement with a clear policy which was focused on universal male suffrage
- the new working-class radicals were seen as a threat to society, whereas the same ideas had not been a concern when debated by aristocrats
- despite a conservative reaction, the radical movement continued to spread its ideas among working-class men through this period.

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

- there was a significant development of radical movements with working-class support, such as the London Corresponding Society and other similar movements that emerged in many large towns and cities
- the reaction of Pitt's government, for example with the 1794 treason trials and suspension of habeas corpus, could be used to support the argument that the radicalisation of the working classes was seen as a threat
- the success of Pitt's repressive policies in the 1790s and the absence of any strong working-class unrest by 1801 could be used to challenge the argument that radical ideas were continuing to spread among working-class men.

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

- the radical movement attracted the middle classes but failed to attract the working classes
- the radicalism caused by the French Revolution triggered a strong, conservative reaction which focused on the economic success of Britain
- the loyalist, conservative message was stronger than the radical message because it was not hindered by government opposition or a lack of funds, and so it was more successful than the radicals in persuading the working classes.

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

- the apparent success of the French Revolution influenced radicals in Britain, but the most significant increase in support for the radical movement was from the middle classes, not the working classes. For example, the Society for Constitutional Information was well supported by the middle classes
- the conservative message against the radical movement benefited from access to funds and it was often supported by local magistrates as well as the mainstream newspapers. This message often emphasised the British trade growth, however, it could be argued that these messages were just as likely to refer to the ongoing war to demonise radicalism through the link to the French Revolution
- although it is true that the counter-reformers did not face the same opposition as radicals, it could also be argued that government repression through legislation, such as the suspension of habeas corpus, was more significant than the conservative message. The working classes may have been discouraged from supporting radicalism rather than being attracted to conservatism.

In arriving at a judgement as to which extract provides the more convincing interpretation, students might conclude that Extract A has merit because it addresses the growth of a working-class radical movement in the years 1789 to 1801. Students could balance this by questioning the extent to which the radical ideals continued to spread following the strong government repression. In contrast, students might conclude that Extract B is convincing in that it identifies the failure of the radical movement in the 1790s to motivate the working classes and explains the weaknesses of the radical movement in terms of the strong counter-revolutionary response. However, students might reason that the significance of the conservative message is over-emphasised, and that the role of Pitt's government has been overlooked. Any supported argument should be fully credited.

**Section B**

**0 2** 'The standard of living of the working classes in Britain improved in the years 1812 to 1832.'

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 supporting the view that the standard of living of the working classes in Britain improved in the years 1812 to 1832 might include:**

- industrialisation was creating new jobs in urban areas, which stimulated urban growth and an increase in housing and urban employment. Skilled workers in new trades, like engineering, were more easily able to find work in the developing industrial centres
- industrial output and agricultural output were increasing through the period, which meant that workers had greater access to industrial goods and food, even in the cities. Evidence shows that the range and quantity of foods enjoyed by working-class families was increasing
- wages increased through the period, and since an increasing proportion of people were working in industrial jobs, more people had a regular wage. The economic depression of the war years could be viewed as an anomaly in an otherwise improving trend
- the mortality rate in the period 1812 to 1832 was decreasing, possibly due to factors such as inoculation, improved diet and the draining of marshland.

**Arguments challenging the view that the standard of living of the working classes in Britain improved in the years 1812 to 1832 might include:**

- although wages rose, a comparison of wages and living costs suggest that there may have been limited improvement in real wages for many workers. This was particularly the case during the war with France, the years 1817–1820, and the poor harvests of 1828–1830, which caused higher prices and economic depression
- the growth of industrial towns created new problems, including dangerous working conditions, unregulated working hours and poor living conditions, such as overcrowded houses and slum dwellings. In rural areas, the consequences of workers migrating to urban areas and enclosure damaged communities and had a negative impact on the standard of living
- although some workers saw improvements, there was great variety by region, between urban and rural, between skilled workers and unskilled workers, and by a comparison of the experience of adult male workers with that of women and children. Efforts to calculate average wages therefore mask groups of people who did not see improvements
- the continued political and economic protests, including radicals, the Luddites and the protests of 1816 to 1819, show that there was significant social and political discontent among the population.

Answers should evaluate the argument that in the years 1812 to 1832, the standard of living of the working classes in Britain improved. One argument is to focus on the patterns of social and economic improvement, such as new types of employment and increasing wages for many workers. This view might interpret the war with France as an anomaly in an otherwise improving trend. An alternative argument is to focus on the value of real wages and bread prices, by challenging the validity of wage increases as evidence for improving living standards. Students could also focus on the social aspects of life, including poor living conditions, dangerous workplaces and expressions of discontent, as well as identifying contrasts in the experiences of different groups within the working classes, to develop an argument against improvements in the standard of living.



**0 3** 'Radical pressure was the most important reason for government legislation in the years 1815 to 1832.'

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 supporting the view that radical pressure was the most important reason for government legislation in the years 1815 to 1832 might include:**

- the Suspension of Habeas Corpus (1817) and Six Acts (1819) were a response to the radical pressure of 1816–1819
- the radical pressure from O’Connell and the Catholic Association, combined with a fear of civil unrest, was crucial in the Government passing the Catholic Emancipation Act (1829)
- the Swing Riots created a widespread awareness of discontent which, although not related to the parliamentary reform movement, was instrumental in persuading the Whigs to turn their attention to reform
- the protests, marches and riots by political groups like the Birmingham Political Union were crucial in persuading the government to draw up a parliamentary reform bill, and when the Lords blocked the bill, rioting and protests in Bristol and other cities put pressure on the King and the Lords to pass the Great Reform Act (1832).

**Arguments challenging the view that radical pressure was the most important reason for government legislation in the years 1815 to 1832 legislation might include:**

- Conservative governments passed new legislation for financial necessity. To address economic depression, they passed the Corn Laws (1815); in contrast, from about 1822, with the focus on growth, free trade and continued stability, governments reduced tariffs and introduced a sliding scale for the Corn Laws
- during the 1820s, Peel reformed the legal system and created the Metropolitan Police Force because of a need to standardise the system, address problems of law and order in London and respond to humanitarian concerns about prisons
- political motivations were a cause for reform legislation, for example the repeal of the Test and Corporation Acts in 1828 was caused by pressure from pro-repeal politicians as well as support from Conservative MPs who saw it as a means to block Catholic Emancipation
- political ideology was a factor. Although radical pressure helped in passing the Great Reform Act (1832), many Whig politicians were already in favour of the redistribution of parliamentary seats and a limited extension of the franchise.

Answers should evaluate the degree to which governments were motivated to introduce new legislation by radical pressure. Students could argue that radical pressure was a crucial factor in several pieces of important legislation, from the legislation used to control the protests of 1816–1819 through to the Great Reform Act (1832). Students could counter this by arguing that there were other examples of legislation which were not passed due to radical pressure, such as the economic legislation passed by Conservative governments in this period. Students could also make the distinction between reactionary legislation, which tended to be introduced in response to radical pressure, and reforms of an administrative or economic nature which tended to be passed for other reasons.