AQA

AS

History

Industrialisation and the people: Britain, c1783–1885

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

Mark scheme

7041
June 2017

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 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.

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June 2017

Industrialisation and the people: Britain, c1783–1885

AS History 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 impact of war on Britain by 1812? **[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 Pawson's argument, students may refer to the following:

- despite the war, rapid economic change had happened
- however this change was at a social cost
- these changes had made Britain the wealthiest country in Europe.

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

- economic change had happened – 3 million acres of land were enclosed between 1793 and 1812 for example
- there were social costs due to the war but also due to other causes – population grew independently of the war
- Britain may become the wealthiest country in Europe by 1812 but some of the changes brought about by war were arguably harmful – the enclosure of wastes only brought profits during wartime conditions.

Extract B: In their identification of More's argument, students may refer to the following:

- war were harmful to economic development although there was some new trading opportunities
- wars also harmed the living standards of the poor
- although Britain emerged wealthier than France, this was already the case before the war.

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

- More does give balance – the example of opening up of trade with France's captured colonies was a positive impact of the war
- only some of these changes were actually due to the war – the increasing prices were largely due to the growing population; the impact of the Napoleonic blockade can be exaggerated
- More overlooks the stimulus to industry provided by war contracts for uniforms, ships and armaments as well as industrial innovation like the adoption of Blomefield's 'pattern ordnance' for cannons.

In arriving at a judgement as to which extract provides the more convincing interpretation, students may conclude that both two extracts have some merit; canal mania did peak in the early 1790s but building effectively stopped after 1800. Both have balance. Good students may argue that for individuals, especially the poor, the war was harmful, but for Britain and the wider economy it was beneficial by opening up new markets with former Spanish and French colonies. Thus on social

grounds, they may argue that Extract B is the more convincing but on economic grounds they may argue that Extract A is more convincing.

Section B

02 'Pitt was a successful, reforming prime minister in the years 1783 to 1793.'

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 Pitt was a successful, reforming prime minister in the years 1783 to 1793 might include:

- Pitt increased the role of Prime Minister and thus diminished the role of the King
- Pitt reformed government administration effectively by changes such as the Audit Office
- Pitt reduced the National Debt by £10 million by introducing a sinking fund in 1786
- Pitt improved the economy by reducing and streamlining tariffs on imported goods.

Arguments challenging the view that Pitt was a successful, reforming prime minister in the years 1783 to 1793 might include:

- Pitt did not achieve parliamentary reform leaving Britain vulnerable to radicalism
- Pitt did not fully reform the tax system – there were still many tariffs which encouraged smuggling and some new taxes such as window tax were harmful
- Pitt did not effectively solve the problems of the relationship between England and Ireland in this period
- Pitt failed to introduce major social reforms on slavery or the Poor Law which were necessary in the light of the impact of industrialisation.

Candidates should receive credit for relevant information drawn from the years after 1793 if it is used to inform a judgement based on the years 1783-93. However answers which seek balance by drawing exclusively on the period after 1793 without reference to the dates in the quotation should receive limited reward.

Good students need to recognise that there is a balance to be drawn the successes Pitt had in some areas and his lack of progress in others. Most will probably follow the consensus that Pitt was a successful reforming prime minister and his successes outweighed his failures, particularly in terms of trade. Others could argue that the picture was much more mixed – while there was administrative and financial reforms, the lack of progress on parliamentary and social reform make it difficult to view him as a successful reformer.

03 'The reforms of the 1820s were the result of radical agitation from 1812.'

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 the reforms of the 1820s were the result of radical agitation from 1812 might include:

- the 'reform' of the 1829 Metropolitan Police Act was passed in part to deal with radical agitation in the capital
- in Ireland, the direct pressure of the Catholic Association in Ireland led to constitutional change with Catholic Emancipation in 1829
- pressure from radical groups in England led to legal reforms like the repeal of the Combination Act in 1824
- the government focussed much of its energy and legislative output on addressing the economic causes of radicalism such as the sliding scale of 1828 which aimed to reduce corn prices.

Arguments challenging the view that the reforms of the 1820s were not the result of radical agitation from 1812 might include:

- many reforms of the 1820s can be seen as a pragmatic response to the growing needs of an industrialising society like the perception of growing crime in London led to the Metropolitan Police Act
- some reforms were influenced by humanitarianism, such as the reduction of crimes carrying the death penalty and the Gaols Act of 1823 to protect female prisoners
- some reforms were able to be passed actually because of the decline of radical agitation and the end of the Post-War Depression after 1820 which allowed a movement away from repression to reform by Liberal Tories
- the economic reforms were a product of the rising belief in free market capitalism like the Reciprocity of Duties Act of 1823.

Good students may see a distinction between reforms that were directly the product of radical agitation and those which sought to take the wind out of the sails of reformers. Others will see the arrival of Liberal Tories with progressive economic and social ideas as being the key reason for reform. Good students should draw a balance between this and recognise that without the pressure of radicals, progress probably would not have been made and certainly fear of radicalism dominated government legislative activity.