
A-level **HISTORY**

Paper 1F Industrialisation and the People: Britain, c1783–1885

Mark scheme

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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A-level History Paper 1 Specimen Mark Scheme

1F Industrialisation and the People: Britain, c1783–1885

Section A

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|----------|----------|---|-------------------|
| 0 | 1 | Using your understanding of the historical context, assess how convincing the arguments in these three extracts are in relation to the reasons for working-class agitation and protest in the early 19th century. | [30 marks] |
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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

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|------------|--|--------------|
| L5: | Shows a very good understanding of the interpretations put forward in all three extracts and combines this with a strong awareness of the historical context to analyse and evaluate the interpretations given in the extracts. Evaluation of the arguments will be well-supported and convincing. The response demonstrates a very good understanding of context. | 25-30 |
| L4: | Shows a good understanding of the interpretations given in all three extracts and combines this with knowledge of the historical context to analyse and evaluate the interpretations given in the extracts. The evaluation of the arguments will be mostly well-supported, and convincing, but may have minor limitations of depth and breadth. The response demonstrates a good understanding of context. | 19-24 |
| L3: | Provides some supported comment on the interpretations given in all three extracts and comments on the strength of these arguments in relation to their historic context. There is some analysis and evaluation but there may be an imbalance in the degree and depth of comments offered on the strength of the arguments. The response demonstrates an understanding of context. | 13-18 |
| L2: | Provides some accurate comment on the interpretations given in at least two of the extracts, with reference to the historical context. The answer may contain some analysis, but there is little, if any, evaluation. Some of the comments on the strength of the arguments may contain some generalisation, inaccuracy or irrelevance. The response demonstrates some understanding of context. | 7-12 |
| L1: | Either shows an accurate understanding of the interpretation given in one extract only or addresses two/three extracts, but in a generalist way, showing limited accurate understanding of the arguments they contain, although there may be some general awareness of the historical context. Any comments on the strength of the arguments are likely to be generalist and contain some inaccuracy and/or irrelevance. The response demonstrates limited understanding of context. | 1-6 |
| | 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.

Note: in responding to this question, students may choose to analyse and evaluate each extract in turn, or to adopt a more comparative approach of individual arguments. Either approach is valid.

Extract A

In their identification of Ward's argument, students might refer to the following:

- the economy was a major influence on the outbreak of popular protests
- local issues created variations in types of protest
- the economic factors affected different groups in different ways
- the pattern of protest was affected by the trade cycle
- economic distress linked to local circumstances explains all the protests.

In their assessment of the extent to which the arguments are convincing, applying their own contextual knowledge, students could refer to the following:

- the specific links between economic distress and popular protest – referring to the distress caused by the Napoleonic wars and their aftermath
- the local origins of the risings cited – the position of the stockingers, framework-knitters and cotton workers and the limitations of their 'challenge'
- contextual reference to localities might be used to help identify how different groups were affected in different ways
- the limitations of Ward's conclusions might be addressed with reference to the arguments of the other sources or contextual own knowledge.

Extract B

In their identification of Falkus' argument, students might refer to the following:

- protests occurred because the protestors believed 'right' was on their side
- protests were rarely against 'authority'
- main reason was change – cited as 'newcomers, middlemen, changed customs'
- the absence of a vote made democratic protest impossible
- there was little opportunity to redress grievances by recourse to law which was 'expensive and corrupt'
- protests were not spontaneous or primarily the result of hunger or 'agitator-leaders'.

In their assessment of the extent to which the arguments are convincing, applying their own contextual knowledge, students could refer to the following:

- variations in types of protest would suggest not all were concerned about 'right'; the luddites might be considered as an example
- the evolution of industry bringing newcomers and middlemen might be seen as a lengthy process and the link to specific protests hard to identify

- the concept of 'change' could be analysed and questioned
- the absence of a vote and the inequality of law might be identified as long-standing and therefore of limited relevance to the particular circumstances of the early 19th century
- evidence might be cited of 'spontaneous' outbursts and agitator-leaders (notably Hunt) which could be used to question Falkus' conclusions.

Extract C

In their identification of E P Thompson's argument, students might refer to the following:

- popular protest occurred because the workers saw their masters as an oppressive class which denied him his true political rights and wages
- the main reason for protests was 'intensified exploitation' which was a constant
- market fluctuations and harvests played a subsidiary role and were not constant
- it was the 'system' that was at fault in the unfair distribution of ownership and power.

In their assessment of the extent to which the arguments are convincing, applying their own contextual knowledge, students could refer to the following:

- the whole concept of 'class' and perceptions could be questioned with reference to the limited nature of the evidence
- Thompson's views could be seen as an overly-socialist perspective that ignores major factors cited in the other extracts
- intensified exploitation was not new in the early nineteenth century and the degree of 'exploitation' as opposed to appearance of new technology which reduced need for workers could be questioned
- the unfair distribution of ownership and power was not new – and would persist for far longer, so cannot be held to account for protests at a very specific point; this account ignores immediate factors.

In summary, students may conclude that all three interpretations show reasons for agitation and protest and all acknowledge the importance of the economy and economic change. They may suggest that Extract C is the most general and theorising, while Extract A is more specific. They could also point out that it is easier to support and challenge Extract A's arguments since it is hard to find historical evidence to support the ideas in Extracts B and C – thus showing that historical interpretation can only be partial and subject to revision.

Section B

- 0 2** 'Peel did more to damage than to build the Tory Party in the years between 1829 and 1846.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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.

Students will be expected to assess the ways in which Peel damaged the Tories by his actions, policies and behaviour from 1829 and balance this against his contribution to the reformulation of the Tory Party – largely stemming from 1834.

Arguments suggesting that Peel damaged the Tory Party in the years between 1829 and 1846 might include:

- his behaviour over Catholic Emancipation, changing his mind from opposition to approval
- his attitude to the Reform Act of 1832 – which he came to accept against traditional Tory principles
- his introduction of income tax in 1842 which hit the Tory interest
- the Maynooth Grant (which he supported) 1845, amidst controversy which weakened the Tory government
- the furore over the Repeal of the Corn Laws and Irish Coercion Bill which split his party, brought a loss of confidence in Peel as leader and forced the party from office, 1846.

Arguments suggesting that Peel built up, or failed to damage, the Tory Party in the years between 1829 and 1846 might include:

- throughout his political career, Peel acted as a statesman, doing what he felt to be in the best interests of his people, and ultimately his party. He showed that the Tories could be flexible and adapt to 'modern' times
- he upheld traditional Tory values, defending property, the Church, Monarchy and upholding law and order
- he re-built the party after the great Reform Act, most notably in the Tamworth Manifesto in which he accepted constructive reform to strengthen the country. He improved party organisation and gave it a new sense of purpose. This gave the 'Conservatives' electoral success in 1841
- he upheld free trade throughout his time in office and the Corn Law repeal was only part of the same policy – which he saw as being necessary for the country and party.

Students are likely to conclude that Peel was a great 'national leader' and that he moulded the party along the lines he believed in. However, they might well criticise him for those actions which 'betrayed' the party and in particular decisions (most notably over the Corn Laws) whereby he chose to continue in office and split his party, rather than resign and campaign on the issue.

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'It was the development of the railways that enabled Britain to experience an economic boom in the middle years of the nineteenth century.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement.	21-25
L4:	Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated.	16-20
L3:	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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist.	11-15
L2:	The answer is 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.

Students will need to consider the economic impact of the railways in the middle years of the 19th century and balance the contribution of the railways against other factors promoting economic growth.

Students may suggest the importance of the railways for an economic boom in the mid-19th century with reference to:

- transport improvement and its consequences especially for heavy industry. Railways provided easier distribution of raw materials and finished goods promoting a more 'national' development of the economy
- construction and operation creating demand for other industries (especially iron and coal) and offered new source of employment
- construction demanded technical improvements, stimulating engineering and leading to other innovations, e.g. telegraph, use of iron and glass
- agriculture benefited as costs were reduced and goods could be sold more quickly in urban markets.

Students may suggest that other factors were responsible for an economic boom in the mid-19th century/railways were of limited importance with reference to:

- textiles remained Great Britain's leading industry at home and abroad
- developments in other transport, especially shipping (building, trading and in the creation of 'invisible earnings') were equally important
- developments in coal, iron, steel and engineering were not entirely railway-driven (only 2% coal used to power railways). There was considerable export as well as domestic demand – supported by technical innovation, business/company organisation and Great Britain's position as the most advanced industrial nation and thus able to dominate the world market
- high farming (following stimulus of the Corn Law repeal) enabled Britain to feed a growing population whilst permitting industrial growth – ensuring plentiful internal demand and a strong workforce
- foreign trade drove the demand for British exports. Britain's imperial and naval position gave it a huge advantage, enabling it to use free trade as a means to advancement
- a stable political system, rising population, supportive government and 'peace' all favoured economic growth.

Students may conclude that the railways provided an essential boost to the economy, but they are likely to see this as only part of a package of factors, in which Britain's unique position as the world's most advanced industrial nation must play an important part. They may be aware of the historiographical argument on this issue. Hawke concluded that without the railways the total loss to Great Britain's wealth would have been around 10% – a comparatively small figure. On the other hand, Hobsbawm saw the railways as providing an essential boost to an economy that was flagging in the 1830s, ending over-dependence on textiles and allowing the economy to move on to a more diversified path of growth. More recent historians believe the truth lies somewhere between these two views.

- 0 4** 'The British government's policies towards Ireland between 1846 and 1885 only worsened conditions for the Irish people.'

Assess the validity of 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 very good understanding of the full demands of the question. They will be well-organised and effectively delivered. The supporting information will be well-selected, specific and precise. It will show a very good understanding of key features, issues and concepts. The answer will be fully analytical with a balanced argument and well-substantiated judgement. **21-25**
- L4:** Answers will display a good understanding of the demands of the question. It 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 relating to the question. The answer will be well-balanced with some judgement, which may, however, be only partially substantiated. **16-20**
- L3:** 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, but may, however, be unspecific or lack precision of detail. The answer will be effectively organised and show adequate communication skills. There will be a good deal of comment in relation to the question and the answer will display some balance, but a number of statements may be inadequately supported and generalist. **11-15**
- L2:** The answer is 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.

Students will need to consider the British government's policies towards Ireland between 1846 and 1885 and make a judgement about the policies adopted, assessing whether or not they worsened conditions for the Irish people.

Arguments suggesting that the British government's policies towards Ireland worsened conditions for the Irish people:

- the British government's response to the Great Famine was slow and unhelpful. There was too much adherence to laissez-faire and an unwillingness to stop food exports; the famine (plus epidemics and emigration) wiped out a class of farm labourers
- the failure to take the Irish situation seriously brought about the Young Ireland rebellion of 1848 and brought the Fenian movement into being in 1858, with its rising of 1867. The violence provoked caused suffering to the Irish people
- the first land war was the result of the ineffective Irish Land Act of 1870 and the second (1879–1882) further ineffective acts in 1880 and 1881. The Irish National Land League (founded 1879) campaigned for the 3 Fs which the British failed to provide. The whole land issue had profound implications for the largely rural Irish population
- the development of the Home Rule League under Butt (1873) and Parnell from 1880 was a reaction to Britain's failure to meet Irish domestic needs. This became a parliamentary party in 1882 and a sign of the failure was the 86 seats won in 1885.

Arguments suggesting that the British government's policies towards Ireland did not worsen conditions for the Irish people:

- Britain did take some steps to ameliorate the worst effects of the famine – including the repeal of the Corn Laws, even if it came too late to be of help
- Britain curbed the violent outbreaks of 1850s and 1860s – moving swiftly to arrest O'Brien and his colleagues in 1848 and using the laws of sedition to halt the Fenian rising in 1867. This protection of law and order was in the interests of the 'ordinary' Irish people
- the disestablishment of the Church in Ireland (1869–1871) reduced the tensions and another source of trouble – to the benefit of the majority Catholic population
- the British government used coercion acts (most notably that of 1881) effectively to curb troubles
- the British government tried to address the land question through repeated land acts from 1879 and Gladstone's Act of 1881 helped solve the problem by giving extensive rights to tenant farmers, while Ashbourne's Act of 1885 made it unprofitable for landlords to evict
- the British government's response to Home Rule demands was taken with the interests of ordinary Irish people in mind. Politicians at the time genuinely felt they would be better off under the Union.

In conclusion, it may be suggested that the British government did not worsen conditions for the Irish but did what it believed right to curb the violence and address major issues (notably

Church and land). Alternatively it could be argued that the British government never understood Ireland and that its interventions were unimaginative and unhelpful to the real needs of the Irish people.

