
A-level HISTORY

Industrialisation and the People: Britain, c1783–1885

Paper 1F

Specimen 2014

Morning Time allowed: 2 hours 30 minutes

Materials

For this paper you must have:

- an AQA 12-page answer book.

Instructions

- Use black ink or black ball-point pen.
- Write the information required on the front of your answer book. The **Paper Reference** is **1F**.
- Answer **three** questions.
In **Section A** answer Question 01.
In **Section B** answer **two** questions.

Information

- The marks for questions are shown in brackets.
- The maximum mark for this paper is 80.
- You will be marked on your ability to:
 - use good English
 - organise information clearly
 - use specialist vocabulary where appropriate.

Advice

- You are advised to spend about:
 - 60 minutes on Question 01
 - 45 minutes on each of the other questions answered.
-

Section AAnswer Question 01.

Extract A

The economy had a considerable influence on the spread of popular protest in the early nineteenth century, although local factors prompted variations. Within an area, the same economic issues could mean different things to different men. For many a handloom weaver, for example, militant action might well appear the only alternative to slow starvation. Each agitation had its own background of complaint and tension, its peaks and troughs of strength and its individual appeal to particular groups. Fluctuations in the trade cycle undoubtedly affected the extent and degree of militancy. Riots over high food prices following a bad harvest (which in turn reduced urban employment by reducing rural demand), Luddite sabotage of new machinery (requiring 12,000 much-needed troops at its peak between 1811 and 1813), the Pentrich rising of stockingers in 1817, the Lancashire blanketeers' march of the same year, the charge of the Yeomanry at St Peter's fields in Manchester in 1819 can all be explained by economic distress linked to specific local circumstances.

Adapted from J T Ward, *Popular Movements*, 1970**Extract B**

Those who resorted to protest and riot believed their actions would be endorsed by the authorities (like the Justices of the Peace or the landowners) since they were upholding the prevailing order. Thus, we do not often find uprisings against authority as such, but against newcomers, middlemen, changed customs and so on. We must remember that the opportunities for other forms of protest were extremely limited. Elections were corrupt and the right of voting before 1832 was confined to only about three per cent of the total adult population. Common folk had no way of expressing their protests through the ballot box. The law too, was expensive and corrupt, and was operated by, and very much in the interests of, ruling groups. At the same time the early nineteenth centuries saw momentous changes which threatened existing social patterns and relationships. Protests were therefore often a reflection of deep social changes and not simply spontaneous outbreaks in response to hunger or agitator-led envy.

Adapted from M Falkus, *Britain Transformed*, 1987

Extract C

It is scarcely possible to write the history of popular agitation in these years unless we make at least the imaginative effort to understand how such a man as the 'journeyman cotton spinner' saw the evidence. He spoke of the 'masters' not as an aggregate of individuals, but as a class. As such, 'they' denied him political rights. If there was a trade recession, 'they' cut his wages. If trade improved, he had to fight 'them' and their state, to obtain any share in the improvement. If food was plentiful, 'they' profited from it. If it was scarce, 'they' profited more. 'They' conspired, not in this or that fact alone, but in the essential exploitive relationship. Certainly there were market fluctuations, bad harvests and the rest, but the experience of intensified exploitation was constant, whereas those other causes of hardship were variable. Hardship bore upon working people, not directly, but because of a particular system of ownership and power which distributed the gains and losses with gross inequality.

Adapted from E P Thompson, *The Making of the English Working Class*, 1963

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]

Section BAnswer **two** questions.**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]**0 3**

‘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]**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]**END OF QUESTIONS**

ACKNOWLEDGEMENT OF COPYRIGHT-HOLDERS AND PUBLISHERS

Permission to reproduce all copyright has been applied for. In some cases, efforts to contact copyright-holders have been unsuccessful and AQA will be happy to rectify any omissions of acknowledgements in future papers if notified.

Copyright © 2014 AQA and its licensors. All rights reserved.
